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ABSTRACT

This simulation allows students to experience the mystery of exploration and the hazards and perils of colonial life. Students are divided into 4- to 6-person colonizing groups. After acquiring some background information they then become colonists. They spend the remainder of the simulation making decisions, working, coping, surviving, and prospering in the New World. Students complete a series of assignments and tests to earn points for their group. The points are traded for supplies in the New World. Each day they select the work to be done, explore, trade, and defend their colony. (Includes a student guide.) (EH)

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DISCOVERY 3

A simulation of early American colonization

SO 028 768

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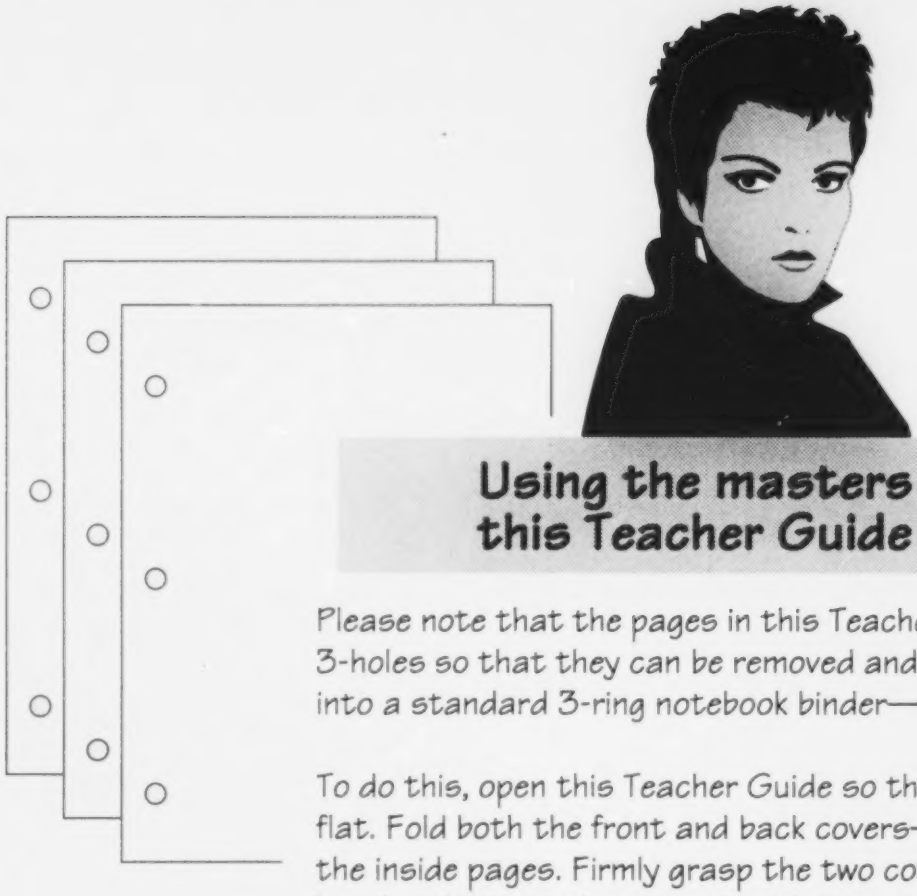

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COMPLIMENTS OF INTER

DISCOVERY 3

A simulation of early American colonization

JOHN WESLEY, the author of DISCOVERY 3, is one of Interact's most prolific writers. He and his wife Diane have written more than 16 simulations for grades 4 through 8. John taught elementary and middle school for ten years in California before moving with his family to Spokane, Washington. There he is currently the Director of Learning Resources at Spokane Community College. Diane teaches fifth and sixth grade in the Spokane schools.

This is the second revision of DISCOVERY, first published in 1971.

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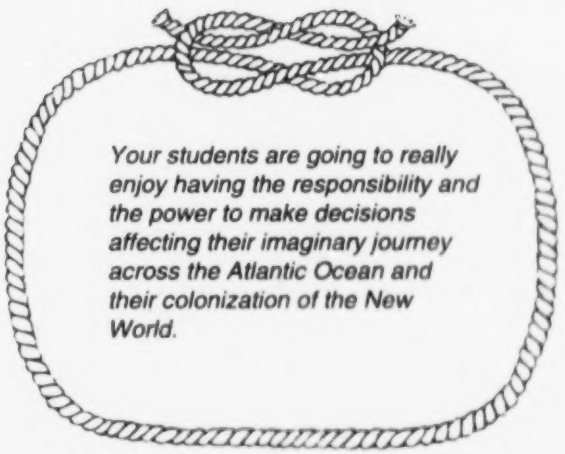
PURPOSE - 1

During DISCOVERY 3 the mystery of exploration and the hazards and perils of colonial life come to life in your classroom. The simulation is designed to draw students into colonial life and times so that they can start thinking and responding as early American colonists did. Divided into 4-6 person colonizing groups, students first acquire some background information and then they become colonists. They spend the remainder of the simulation making decisions, working, coping, and hopefully, surviving and prospering in the New World. Specifically, students experience the following:

Skills

1. reading a legend on a map
2. using latitude and longitude while locating places on a map
3. interpreting and reading various types of maps
4. designing a personal map
5. applying knowledge in a practical way
6. effectively dividing a large task among a group of people


Your students are going to really enjoy having the responsibility and the power to make decisions affecting their imaginary journey across the Atlantic Ocean and their colonization of the New World.

Feelings and Attitudes

1. understanding the motivations which drove colonists to the New World
2. appreciating the difficulties early colonists faced
3. sensing the satisfaction resulting from effective role playing
4. understanding how the division of labor assists a group in solving a problem
5. feeling good that you're part of a group working together
6. understanding the frustrations and helplessness of facing unknown hazards

Knowledge

1. why people explore and establish colonies
2. what geography, weather, and nature meant to the colonist
3. how the availability of natural resources can affect a colony's success or failure
4. why careful planning and preparation are related to a task's successful completion
5. what materials are needed to begin a colony

PURPOSE - 2

6. how to determine the best potential locations for a colony
7. the part the Native Americans played in the colonization effort
8. what types of hardships and hazards colonists faced
9. what colonists had to do on a daily basis in order to survive
10. why we have flags and what they mean

Your students will use imagination and creativity as they talk over symbols and colors while figuring out their colonies' flag designs ...

OVERVIEW

DISCOVERY 3 takes the student beyond the traditional textbook/lecture approach to the study of exploration and early American colonization. Before the simulation ends, the student will have become a colonist—thinking as a colonist, suffering as a colonist, and, hopefully, succeeding and prospering as a colonist.

Students acquire a series of basic skills during Phase 1. If there are other related skills you feel are important, you can either add them into Phase 1 or substitute them for the map skills that are being taught.

The simulation begins when the class is divided into groups of five or six students each. During Phase 1 these groups study and work together to acquire skills and knowledge that will eventually make them successful colonists. They learn to read maps, they develop an understanding of geography and its importance, they examine the various reasons people explore and colonize, and, finally, they study flags and their meaning. During this time students complete a series of assignments and tests that earn them and their group points.

As Phase 2 begins, students are ready to become colonists. They trade the points they have earned for supplies and then set sail for the New World. Once they arrive, they select the land for their colony and begin the process of making their colony successful. Each day they select the work that needs to be done, explore, trade, and defend their colony. They also are subjected to daily FATES that simulate the fortunes and misfortunes that befell the original colonists.

SETUP DIRECTIONS - 1

1. **Duplication** For each student participating in DISCOVERY 3, duplicate two copies of the GENERAL ATTITUDE SURVEY and one copy of each of the following: OPENING QUIZ, DIARY SITUATION 1, DIARY SITUATION 2, and DIARY SITUATION 3. Store each in separate folders.

2. **Fate cards** At the top of each page of FATE CARDS, you will find specific directions on how many copies of each page to duplicate. The number after the general area on the FATE CARD refers to the number of duplicate cards that you will make. After duplicating, cut them apart, divide them into groups (Weather, Hunting, etc.), shuffle them thoroughly, and place each group in a separate envelope.

3. **Large wall map** With students helping, cover a bulletin board with white butcher paper. Using either an opaque projector or a transparency and overhead projector, reproduce the NEW WORLD MAP—the map without land values and Indian tribe names. The larger and more colorful you and your students make the map, the more dramatic it will be, so make it big. Around the outside of the map students will later place each colony's large flag, and drawings, maps, or other material related to colonization.

Having students help you with this task a week before beginning the simulation will really stimulate class interest.

4. **White squares** For each colony, cut the following from white construction paper or tag board: one 6" square and a dozen 2" squares. Put aside for flag-making during Hour 6.

5. **Grouping students** Decide how you want to group your students into colonizing groups. As their teacher you are best qualified to decide which method will best fit your class and your objectives. Carefully consider the consequences of the method you select: captains choosing, students drawing group numbers from a hat, or you putting students into appropriate heterogeneous or homogeneous groups. Regardless of the method you use, there are certain restrictions:

During the simulation's evaluation you and your students will discuss how the groups were selected and what effect this process had on the simulation's results.

SETUP DIRECTIONS - 2

a. Each colony must have students role play at least 5 adults, but not more than 6. (If your class is small and you cannot divide in this manner, you will have to use "phantom" scores to equalize each team's opportunities; that is, use an average of the group for a fifth member or a seventh member.)

b. Each colony must have at least one woman. (If there are not enough girls to go around, then one male must role play a female. This is not very likely, unless the school is all male.)

c. Each colony must have 3 children. These children are not role played by students, but they must be accounted for in reference to game elements such as food consumption, etc.

UNIT TIME CHART

This Unit Time Chart is intended as an example. Alter it as desired.

GENERAL ATTITUDE SURVEY Introduce DISCOVERY 3 1	**Phase 1** Select colonial groups Assign roles 2	MAPPING ASSIGN-MENT 1 Legends and Scales 3	MAPPING ASSIGN-MENT 2 Latitude and Longitude 4	MAPPING ASSIGN-MENT 3 Students design their own maps 5
Flags—what they stand for Groups design new colonial flags 6	OPENING QUIZ Review GENERAL RULES 7	**Phase 2** BEFORE YOU SAIL Colonies select a reason for colonizing 8	Colonists name their ships CARGO LIST DIRECTIONS 9	Colonists begin sailing to the New World SEA LOG 10
Sailing to New World continues 11	Sailing to New World continues ... and colonists begin landing 12	Round 1 CHART OF DAILY LABOR COLONIAL WEALTH UNIT RECORD FORM 13	Rounds 2-3 14	Round 4 DIARY SITUATION 1 15
Rounds 5-6 16	Rounds 7-8 17	Rounds 9-10 18	Round 11 DIARY SITUATION 2 19	Rounds 12-13 20
Rounds 14-15 21	Rounds 16-17 22	Round 18 DIARY SITUATION 3 23	Rounds 19-20 24	GENERAL ATTITUDE SURVEY Evaluate DISCOVERY 3 25

HOUR 1

Purpose:

To introduce DISCOVERY 3; to survey students' opinions and beliefs concerning exploration and colonization.

Materials:

Student Guides; GENERAL ATTITUDE SURVEY

Procedure:

1. Pass out the GENERAL ATTITUDE SURVEY. Read over the directions and allow the students to complete. Collect and file these surveys for use later during the evaluation phase.
2. Pass out the Student Guides. To introduce students to DISCOVERY 3, have them read pages 1-2.
3. After students have completed their reading, briefly discuss the material. Go over Phases 1 and 2 of the simulation and tell students what they will be responsible for in each phase.
4. Tell them that tomorrow you will place them into colonizing groups.

Do not worry about covering everything or answering all questions.

HOUR 2

Purpose:

To organize the colonial groups (principles of division of labor and organized government); to investigate the reasons for exploration and colonization during the 17th century.

Materials:

Student Guides

Procedure:

1. Divide the students into their colonizing groups. (See #5 under Setup Directions on page 4.)
2. Have the students read ORGANIZING YOUR COLONY in their Student Guides.
3. Discuss the various roles and their responsibilities. Include in the discussion the fact that these jobs represent a government structure. Also discuss the division of labor and how each person being responsible for a specific task leads to more efficiency.

Emphasize that everyone must be responsible and must do her/his task or the whole colony will suffer.

4. Using the Colonial Assignment Record, have each colonizing group divide the jobs among its members.
5. Have students read IN SEARCH OF A NEW LAND in their Student Guides.
6. Briefly discuss the background that led to the early explorations that finally resulted in the discovery, exploration, and colonization of the Americas. Review the reasons people came to the colonies. Later students will have to select one of these basic reasons for colonization.

As an introduction to the discussion about the reasons for the colonization of North America, ask the students to list all of the reasons they and their families might leave their homes, their families and friends and move to a strange new land. The list should be quite long.

HOUR 3

Purpose:

To investigate the kinds of maps available and their uses; to learn how to read legends and scales on a map; to identify various physical features portrayed on a map.

Materials:

A variety of maps and globes; Student Guides, page 7, MAPPING ASSIGNMENT 1.

Procedures:

1. Have each colonizing group make a list of as many uses for maps as possible.
2. Discuss the uses and importance of maps.
3. Have the students examine a variety of maps and globes. Make a class list of the things maps can tell you.
4. Use a large class map to introduce legend and scale. Point out what a legend's purpose is and how to read it. Also explain briefly the scale used on the map and how you can accurately determine distances using the scale.
5. Have students come up to the map and locate various features and determine distances (a city with a population of 1,000,000 or more, a range of mountains 10,000 feet elevation plus, a lake, a river, etc.).
6. Have students turn to MAPPING ASSIGNMENT 1 on page 7 in their Student Guides. Go over the map legend on page 6.
7. Go over the vocabulary list.
8. Have students complete the worksheet.
9. Stress that the assignment is due at the beginning of Hour 4 and that it will be graded one point per question **per member for a possible total of 20 points**.

With a map, a picture can really be worth even more than a thousand words. Have the students list all of the different types of information which can be found on a typical classroom map of the United States. Discuss how many pages of written text it would take to contain all of the information on one single map.

HOUR 4

Purpose:

To read various symbols on a map; to read latitude and longitude; to locate various places and features when given their latitude and longitude.

Materials:

Student Guides, page 9, MAPPING ASSIGNMENT 2

Procedure:

1. Have students record their scores on MAPPING ASSIGNMENT 1 on page 3 in the Student Guide.
2. Go over the vocabulary in MAPPING ASSIGNMENT 2 on page 9 in the Student Guides.
3. Examine this lesson's map on page 8. Go over the legend and its symbols.
4. Introduce latitude and longitude (coordinates used to locate a specific spot on the map).
5. Using the large class map, have students locate various points when given the latitude and longitude.
6. Have students work on the lesson's assignment. Tell them it is due at the beginning of Hour 5. Score one point for each correct answer per member **for a possible total of 20 points.**

Compare the concept of latitude and longitude to popular games such as Battleship.

HOUR 5

Purpose:

To use knowledge of maps to design maps of imaginary countries.

Materials:

Student Guides, page 10, MAPPING ASSIGNMENT 3; plain white paper for student maps

Procedure:

1. Have students record their scores on MAPPING ASSIGNMENT 2 on page 3 of their Student Guide.
2. Have students read over the directions for MAPPING ASSIGNMENT 3.
3. Go over the directions; explain, clarify, and answer questions.
4. Students design their own maps.

Younger students can make maps of their neighborhood, their home, or their school.

5. Stress that this assignment must be handed in no later than the end of Hour 6 so that you can return it by the beginning of Hour 8.

HOUR 6

Purpose:

To examine the purpose and meaning of flags; to design a set of flags for each colony.

Materials:

Student Guides; materials for student maps (listed in #3 Setup Directions); pictures of flags in books/encyclopedias (or real flags if they are available).

Procedure:

1. Have the colonizing groups make a brief list of the reasons why a country has a flag.
2. Discuss the purpose of flags for countries, states, and other groups (Boy Scouts, etc.).
3. Show students some real flags or some colored pictures of flags. What do the symbols represent?
4. Have all groups design their own flags. They will need one large flag for display on the bulletin board class map and at least six small ones to use to indicate their colony's land holdings on the map.

Our national flag = 13 alternating red and white stripes to represent the original 13 colonies with one star in the upper left for each state ... Confederate Stars and Bars = three red and white stripes with a circle of seven stars representing the seven Confederate states ... First Navy Jack = the rattlesnake symbolized the colonies striking out at Great Britain only with provocation and because they found that, like the rattlesnake's rattles, they could create a noise only in unison.

HOUR 7

Purpose:

To take a quiz designed to determine learning during Phase 1; to read the GENERAL RULES.

Materials:

Student Guides; OPENING QUIZ

Procedure:

1. Pass out the OPENING QUIZ. Allow 10 minutes for students to complete and then correct in class. Students receive one point for each correct answer. Answer Key: 1-b, 2-b, 3-d, 4-a, 5-d, 6-c, 7-c, 8-d, 9-a, 10-b.

Note Rule #14.

2. Go over the GENERAL RULES. Read the rules one by one and briefly explain and discuss.
3. Collect the students' MAPPING ASSIGNMENT 3 map. Grade on a scale of 1-20 and return at the beginning of Hour 8.

HOUR 8

You will not be able to answer all your students' questions at this time, but as Phase 2 progresses, many questions will automatically be answered. One of the exciting and challenging advantages of using DISCOVERY 3 or other INTERACT simulations is that there often are no predetermined endings. The simulations have sufficient structure to guide the teacher and learner, but they have enough flexibility to allow the teacher and students to progress and learn in their own way at their own speed.

Purpose:

To prepare for colonizing experience; to figure initial wealth; to make a decision concerning reason for colonization.

Materials:

Student Guides

Procedure:

1. Return students' maps from MAPPING ASSIGNMENT 3 and have them record points on page 3 of their Student Guides.
2. Turn to page 14, BEFORE YOU SAIL, and go through the first five procedures to make sure everything is done and filled out. Pay special attention to procedure #4: Determine the reason why your group is forming its colony. *Review Rule 3 of the GENERAL RULES very carefully.*

HOUR 9

Purpose:

To name the colony's ships; to complete CARGO LISTS.

Materials:

Student Guides

As an incentive to encourage originality and imagination, offer bonus points or supplies for creative names.

Procedure:

1. Read over Name your ships, #6, on page 15 in the Student Guide. Have each group discuss potential names and finally choose the names for its three ships.
2. The next step is critical. Each group must choose the cargo each of its ships is to carry to the New World. Groups should read the CARGO LIST DIRECTIONS on page 16 and then actually select their cargo and fill out page 17. Once their decisions have been made, you should check their math. If you

find errors in calculations, either point them out or assess penalty points for each error.

3. The large bulletin board map should be finished by the end of this hour.

HOURS 10 to 12

Purpose:

To set sail for the New World

Materials:

Student Guides; FATE CARDS; large bulletin board map

Procedure:

1. Have students read the SEA LOG directions on page 18. Then have them fill out their ships' names.
2. Draw first Sailing FATE CARDS. Have the Mapper from one group at a time come to the front of the room, draw a Sailing FATE CARD, and then read it aloud. Have the group's Recorder enter the fate on the SEA LOG and compute that round's results.

Feel free to make up additional FATE CARDS, but always keep the objectives of the simulation in mind.

3. After each group has drawn its first Sailing FATE CARD, start Round 2 with each group again drawing a Sailing FATE CARD.
4. All three ships in a colonial group sail together—unless one is lost. (See GENERAL RULE #5.)
5. Continue to draw Sailing FATE CARDS until the first colonizing group has successfully completed the 3,500-mile trip across the Atlantic.

Bonus miles may be awarded to an individual or group for extra credit research or other projects completed.

6. When the first group reaches the New World, it must select the site of its colony. (See GENERAL RULE #6 concerning landing.)
7. Once a group has landed, Round 1 of play begins for that group. All groups at sea will continue to draw three Sailing FATE CARDS per round until they are able to land.

HOURS 13 to 24

Purpose:

To establish colonies in the New World.

Materials:

Student Guides, page 19, CHART OF DAILY LABOR; page 20, COLONIAL WEALTH UNIT RECORD FORM; in the Teacher Guide—INDIAN INTERACTION CHART and COLONIAL BATTLE CHART

Procedure:

1. For groups still at sea, draw three Sailing FATE CARDS per round, one at a time, until they have reached land.
2. Once groups have landed, they begin the following schedule of events each round:
   a. Hold a brief strategy meeting. The colony must discuss its welfare, its needs, etc. and plan what jobs need to be done during the round.
   b. Each colony completes its CHART OF DAILY LABOR.
   c. Each colony labels on its NEW WORLD MAP which squares of land, if any, they plan to attack.
   d. A Weather FATE CARD is drawn, read, and explained as needed.
   e. Farming, Hunting, and Fishing FATE CARDS are drawn, read, and recorded for those occupations for each colony.
   f. A five-minute trading session is held, weather permitting.
   g. What about the INDIAN INTERACTION CHART? As teacher you role-play all three Indian tribes. Each round you must check your chart to see which colony or colonies you will interact with. All interaction with the colony should be done with the colony's Trader. All deals are final. If a colony does not have the goods needed to complete a trade, the Indians (you) may negotiate or cancel the trade. Indian attacks are against all colonial groups that have land in that tribe's area. Other trades initiated by the Indians require the Indians to find a colony in their area that wants to trade for the item (guns, land, etc.). If no colony wishes to trade, no trade takes place.
   h. If one or more colonies has planned an attack either on another colony or on the Indians, you must determine the results of the attack. For attacks on the Indians, use the

One Weather FATE CARD applies to all colonies and all land as detailed on the card.

Consider expanding one of the trading sessions to represent a colonial or frontier celebration complete with games and a feast.

INDIAN INTERACTION CHART. First determine the tribe that is being attacked, roll the die, and announce the results of the attack. If the attack is against another colony, use the COLONIAL BATTLE CHART to determine the results. The directions for using these charts are on the charts.

i. Each colonial group draws one General Welfare FATE CARD, which is read aloud. The results are then recorded.

j. The Recorder and Banker complete all forms for the round and prepare for the next round.

3. As outlined on the Unit Time Chart on page 5 in this Teacher Guide, beginning with Hour 14 you may play two rounds per hour—except during Hours 15, 19, and 23 when students have colonial diary entries to complete.

A sample of a colonial life situation and an appropriate DIARY ENTRY can be found at the end of the Student Guide.

4. The three DIARY SITUATIONS students complete are designed to stimulate thought and discussion concerning specific problems the colonists faced. You will have run off class sets of the other three colonial life situations. During Hour 15 pass out DIARY SITUATION 1; during Hour 19 pass out DIARY SITUATION 2; during Hour 23 pass out DIARY SITUATION 3. Have students complete their diary entries and turn them in at the beginning of the following hour.

5. Grade the entries on a scale of 1 to 10 and return them as soon as possible. Allow the colony to use their points (multiplied by 10 for six members or by 12 for five members) to buy needed supplies from either the Indians or a visiting ship. ***Note:*** *While they can buy supplies, they should not be allowed to add people to their colony by this method.*

HOUR 25

Purpose:

To evaluate the simulation experience (knowledge, attitudes, and skills).

Materials:

Original class set of GENERAL ATTITUDE SURVEYS taken during Hour 1 and another set to be completed at the beginning of this hour.

Procedure:

Spend time discussing questions that have arisen, asking students to verbalize what they have learned and to analyze their attitude changes, if any.

__Debriefing__ is one of the most valuable parts of a simulation experience. You will find that your students will be quite honest.

1. Have each group carefully total its Wealth Units. Directions for figuring total wealth are included in GENERAL RULE #12.
2. Evaluation of Colonial Life:
   a. Give the class the GENERAL ATTITUDE SURVEY.
   b. Once they complete this survey, pass back the survey they took during Hour 1. Go over the two surveys together and use both for a basis of discussion. Discuss why answers for the same student might have changed.
   c. List and discuss those things that a colonial group must have in order to survive.
   d. What kind of work was most beneficial to your colony? Why?
   e. How did climate and weather affect your colony?
   f. What were the most serious problems facing your colony?
   g. List all of the outside factors that controlled or influenced the colonists' lives.
3. Evaluation of the map skills and geography:
   a. Discuss what they have learned about maps, how to read them, what they are for, and why they are important.
   b. Discuss the importance of basic physical features and natural resources and why they had special importance to colonizers of early North America.
4. Evaluation of the group:
   a. How was the group selected, and how did this affect the simulation?
   b. How well did your group work together? Why?
   c. What were the most important problems that your group experienced working together and what did you do to solve them?
5. Evaluation of DISCOVERY 3:
   a. Do you believe that this simulation helped you learn anything really significant about life in North America?
   b. What features of DISCOVERY 3 did you like? List and discuss.
   c. What features of DISCOVERY 3 did you dislike? List and discuss.
   d. What would you do to improve DISCOVERY 3?
   e. How would you compare learning in a simulation game with learning from reading a book?
   f. Should next year's students in this class play DISCOVERY 3?

You might wish to use your chalkboard, whiteboard ,or overhead projector to list for students their responses as they evaluate their DISCOVERY 3 experience during Day 25.

STUDENT MAP

79
78
77
76
75
74
73
72
71
70
45
44
43
42
41
40
39
38
37
MOUNTAINOUS LAND
COAST LAND
WATER
New World Map
(STUDENT COPY)

TEACHER MAP

MOUNTAINOUS LAND
COAST LAND
WATER
ACORNS
IRROCKS
SEQUES
79
78
77
76
75
74
73
72
71
70
45
44
43
42
41
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39
38
37
New World Map
(TEACHER COPY)

INDIAN INTERACTION CHART I

Directions: This is the first of two INDIAN INTERACTION CHARTS. It covers the interaction which Indians initiate. Chart II covers interactions which the colonists initiate. As teacher, you control the Indian tribes and how they interact with the colonists. If any activities on either chart seem inappropriate at the time, feel free to change them. This chart simulates activities in which the Indian nations contacted colonists in their areas seeking to trade for various items or attack the colonists. You announce these trades; you act as the chief of each nation during the trading period of the appropriate round. If there are no colonists in an area that an Indian nation controls, then do not announce any trades. If more than one colonial group is in an area, decide which colonial groups you want to interact with the Indians. (These could be all groups or any individual group.) A roll of a die determines the outcome of these trades.

	Seques A basically hostile nation				**Irrocks** A potentially hostile nation				**Acorns** An outwardly friendly nation			
	Want to trade for guns Rds 3,5, 7,15	Want to trade for food Rds 8, 12, 17	Want to trade for horses Rds 4, 10, 14, 16	Want to attack Rds 2, 6, 9, 13, 19	Want to trade for guns Rds 6, 9, 14, 19	Want to trade for food Rds 3, 11, 20	Want to trade for horses Rds 2, 8, 10, 13	Want to attack Rds 4, 7, 15, 18	Want to trade for guns Rds 2, 9, 15	Want to trade for food Rds 3, 11, 19	Want to trade for horses Rds 1, 6, 8, 13, 20	Want to attack Rds 5, 10, 16
1	Get 10 guns Give 2 squares of land	No trade	Get 1 horse Give 50 units of food	No attack	No trade	Get 100 units of food Give 1 square of land	Get 2 horses Give 80 units of food	Colonists lose 3 men and 2 guns	Get 10 guns Give 100 units of food	Get 200 units of food Give 2 squares of land	Get 2 horses Give 400 units of food	No attack
2	No trade	Get 100 units of food Give 1 square of land	No trade	3 colonists killed 300 units of food burned	Get 5 guns Give 3 squares of land	No trade	Get 4 horses Give 200 units of food	No attack	Get 2 guns Give 2 squares of land	No trade	Get 1 horse Give 1 square of land	Colonists lose 3 guns and 100 units of food
3	No trade	Get 200 units of food Give 2 squares of land	Get 2 horses Give 90 units of food	2 colonists killed	Get 10 guns Give 300 units of food	Get 200 units of food Give 2 squares of land	No trade	Colonists lose 20 guns	No trade	Get 200 units of food Give 2 squares of land	Get 4 horses Give 600 units of food	No attack
4	No trade	No trade	No trade	No attack	No trade	No trade	Get 5 horses Give 300 units of food	Colonists lose 1 woman and 4 horses	No trade	Get 100 units of food Give 1 square of land	Get 3 horses Give 200 units of food	No attack
5	Get 10 guns Give 200 units of food	No trade	Get 2 horses Give 1 square of land	Colonists lose 1 man and 3 horses	No trade	No trade	Get 3 horses Give 2 squares of land	No attack	Get 5 guns Give 200 units of food	No trade	Get 2 horses Give 1 square of land	No attack
6	No trade	Get 200 units of food Give 4 squares of land	No trade	No attack	No trade	Get 100 units of food Give 2 squares of land	No trade	No attack	Get 5 guns Give 3 squares of land	Get 200 units of food Give 3 squares of land	No trade	Colonists lose 200 units of food and 10 guns

INDIAN INTERACTION CHART II

Directions: This second INDIAN INTERACTION CHART covers the interaction which colonist initiate. If any of these activities seem inappropriate at the time, feel free to change them. This chart simulates activities in which the colonists contact the neighboring Indians seeking to trade for various items or attack the Indians. The colonial trader conducts these trades. (He contacts you as the chief of the Indian nation.) These trades can take place during any round, and a roll of the die determines their outcome. *If a colonial group does not have sufficient resources to complete the trade, the trade is void. (For example, the trade calls for the colonists to give **6** horses and the colony only has **4** horses.)*

	Seques A basically hostile nation			**Irrocks** A potentially hostile nation			**Acorns** An outwardly friendly nation		
	Want to trade for land	Want to trade for food	Want to attack	Want to trade for land	Want to trade for food	Want to attack	Want to trade for land	Want to trade for food	Want to attack
1	Get 1 square of land ... Give 200 units of food	No trade	Attack fails Colony loses 3 men	No trade	Get 200 units of food Give 10 guns	Colonists lose 2 men and 2 guns	Get 3 squares of land Give 6 horses	Get 100 units of food Give 1 gun	No attack
2	Get 2 squares of land Give 2 guns	Get 100 units of food ... Give 1 square of land ...	Colony captures 2 squares of land	Get 1 square of land ... Give 100 units of food ...	Get 200 units of food Give 6 horses	No attack	Get 2 squares of land Give 4 horses	No trade	Colonists capture 3 squares of land and 200 units of food
3	No trade	Get 200 units of food ... Give 2 squares of land ...	No attack	Get 3 squares of land Give 20 guns	No trade	Capture 2 squares of land and 200 units of food	No trade	Get 300 units of food Give 4 horses	No attack
4	Get 2 squares of land ... Give 200 units of food ...	No trade	Fierce battle Colony gets 1 sq. of land but loses 2 men	No trade	Get 300 units of food Give 2 horses	No attack	Get 2 squares of land Give 20 guns	Get 200 units of food Give 10 horses	Colonists capture 1 square of land
5	No trade	No trade	Colony captures 3 squares of land	Get 2 squares of land Give 5 horses	Get 100 units of food Give 5 guns	Colonists capture 3 squares of land and lose 1 man	Get 5 guns Give 200 units of food	No trade	Get 2 horses Give 1 square of land
6	Get one square of land Give 3 horses	Get 200 units of food ... Give 4 squares of land ...	Attack fails ... Colony loses 5 men and 8 guns ...	Get 4 squares of land ... Give 6 guns and 3 horses ...	No trade	Colonists capture 1 square of land	Get 4 squares of land Give 10 horses	Get 400 units of food Give 4 horses	No attack

COLONIAL BATTLE CHART

Directions: Use this chart to determine the outcome of attacks colonists make on other colonies. Two factors determine the outcome—the number of attackers the colonists have committed to the attack and the success of the trader in performing a skill challenge. A colonial attack actually begins when a colony decides to attack the neighboring colony and commits a number of men to the attack on their *CHART OF DAILY LABOR*. Any colony attacking another colony sends its Trader to the teacher at the beginning of the trading session. The Trader selects a skill level to challenge. (The higher the skill level the more the colony can potentially gain or lose as a result of the attack.) The Trader performs the skill challenge. Announce the results of the battle after finding the results of the battle on the matrix below. The superiority factor is determined by subtracting the number of defenders from the number of attackers. If there are more defenders than attackers, no attack takes place.

	Skill Level 1		**Skill Level 2**		**Skill Level 3**		**Skill Level 4**	
Superiority Factor	Sit in a chair and toss a piece of paper into a trash can placed 12 feet away. Make two out of three shots.		Correctly call the toss of a coin two out of three times.		Slide a checker or a coin across the floor or a table to a line six feet away. Come within six inches of the line on one of two tnes.		From a standing position, drop 10 pennies over your shoulder into a half-gallon milk carton. You need to make seven out of 10 to be successful.	
	Success	Failure	Success	Failure	Success	Failure	Success	Failure
Less than 3	The battle is fought to a stalemate. No colonists are lost; no land is captured.	Not enough colonial forces fight. They retreat hastily and lose 3 guns.	Few colonists fought in the battle. While you were unable to capture their land, you did capture 2 guns and 100 units of food.	Your limited attack force was defeated. One man was captured. To get him back, you must pay 4 guns and 6 horses.	Your small force surprises the colonists. You capture 3 warriors whom you ransom back for 200 units of food.	Outmanned, your attackers make a quick retreat. You lose 1 gun and 20 units of food for each attacker.	Your small colonial force captures 200 units of food; however fail to capture any land.	Trouble! The colonists must have known you were coming. The colonists lose 2 men and 1 horse.
3 to 5	Large numbers of defenders drive back the colonists. Fortunately the colonists have no losses.	One man is captured. You need to negotiate with the opponents for his release. If no agreement is reached within 24 hours, he is lost forever.	The colonists are unable to capture the land, but they do capture 300 units of food.	The colonists are met by a large group of defenders. They are lucky to return home with no losses.	The colonists capture 1 square of land and 2 horses.	The colonists get lost in the fog. They have to abandon their food. Each attacker loses 20 units of food.	Success! You surprise the colonists and capture 1 square of land.	Heavy rains, flooded rivers and muddy landslides destroy the colonial attack. The colonists also lose 2 horses.
6 to 9	The colonists have limited success. They capture 2 horses and 100 units of food.	The colonists get lost, run out of food, and return empty handed.	You capture 1 square of land, 2 guns, and 200 units of food; however, you lost 1 man and 1 gun.	Heavy rains soak the attackers, their supplies, and their gun powder. They turn back before the battle.	The colonists capture 1 square of land and 2 horses.	The colonists are waiting for the attack. They kill 2 opposing colonists; they also capture 6 guns and 100 units of food.	The colonists are successful: they capture 2 squares of land and 4 horses.	The colonial attack is in trouble. They are outnumbered. They lose 2 men and 100 units of food.
10 to 12	The colonists capture 2 horses, 200 units of food, and 1 gun.	A blizzard turns the attackers back shortly after they leave. No change	The colonists capture 1 square of land and 200 units of food.	The colonists are unable to cross an uncharted river. As a result, no battle takes place.	The colonists capture 1 square of land and 2 opposing colonists.The opposing colonists must negotiate with the captors for a ransom.	The colonists are attacked by a large band of opposing colonists. The colonists lose 4 horses and 200 units of food.	The colonists capture 2 squares of land.	The colonists are lucky. They do not capture any land, but they do capture 2 guns.
More than 12	The colonists capture 1 square of land, but they lose 2 guns.	The battle is fought to a stalemate. Neither side gains or wins anything.	The colonists capture 2 squares of land, 1 horse, and 100 units of food.	A snowstorm ends your attack. Lost in the blizzard, the colonists lose 6 guns and 300 units of food.	The colonists capture 2 squares of land, 2 horses, and 200 units of food.	The colonists are outnumbered and 3 colonists are captured. The colonists must negotiate with the opposing colonists for their release.	The colonists capture 2 squares of land, 4 horses, and 400 units of food.	The colonists are unable to capture any land; however, they do capture 200 units of food.

GENERAL ATTITUDE SURVEY

Directions: Answer the following questions by ranking the possible answers from the best to the least desirable. Place a **1** by the **best** answer, a **2** by the **second best**, a **3** by the **third best**, and a **4** by the **least desirable** answer.

1. If you were an early colonizer of North America, which type of land would you consider the **best land** upon which to establish your colony?
   ____ a. sunny warm beaches with good surf-fishing
   ____ b. beautiful mountain valleys with plenty of fresh water
   ____ c. forest areas to provide lumber to cut and game to hunt
   ____ d. well-guarded bay in which ships could anchor

2. Which of the following were the **most difficult problems** early colonizers faced?
   ____ a. lack of fresh water
   ____ b. Indian attacks
   ____ c. disease
   ____ d. lack of food

3. Which of the following problems were **most often faced** while sailing to the New World?
   ____ a. disease
   ____ b. pirates
   ____ c. too little wind
   ____ d. too much wind

4. What were the **most important items** for colonists to bring with them to the New World?
   ____ a. food
   ____ b. horses
   ____ c. cows
   ____ d. guns

5. The Indians were **important** to colonists because
   ____ a. they provided someone with whom to trade manufactured goods
   ____ b. they "owned" the land that the colonists settled on
   ____ c. they attacked the colonists
   ____ d. they helped colonists by providing them with food

6. **Most** colonists worked as
   ____ a. teachers
   ____ b. farmers
   ____ c. fishermen
   ____ d. soldiers or militiamen protecting the colony and attacking others

7. Weather was **important** to colonists because
   ____ a. it determined crop production
   ____ b. it determined what they could do on their vacations
   ____ c. it determined how fast ships could sail
   ____ d. it determined when the Indians could attack

8. **Most** colonists came to the New World colonies because
   ____ a. they had heard stories of great riches
   ____ b. life in the Old World was so bad they felt the New World had to be better
   ____ c. they were sent by their government
   ____ d. they were not wanted in the Old World because of their religious or political beliefs

OPENING QUIZ

Directions: Circle the ***best*** answer for each of the following questions:

1. The legend on a map tells
   a. where to find important cities
   b. how to read symbols on the map
   c. how to find rivers and lakes
   d. what country the map tells about

2. A bay is
   a. a wet, spongy land
   b. an extension of a sea or ocean into the land
   c. a man-made waterway
   d. a shallow part of a river with a fast current

3. Which of the following cannot be shown on a map?
   a. the location of the fire station nearest to your house
   b. how far the moon is away from the Earth
   c. which roads to take to get to New York City
   d. how to tell time

4. A cape is a
   a point of land projecting into the sea
   b. huge mass of ice and frozen snow
   c. shallow sea
   d. long projection of land into water connected to the mainland by an isthmus

5. To a person landing a ship in the New World, the most important thing to look for was
   a. tall mountains near the coast for a lookout post
   b. a river that meant a fresh supply of fish
   c. fresh game tracks along the shore
   d. a deep, well-protected bay

6. Latitude and longitude are
   a. the names of two early map makers
   b. two other names for the North and the South poles
   c. lines on maps which help plot locations
   d. the distance between two points

7. An isthmus is
   a. a marshy area on an island
   b. a line of trees below the snowy areas on mountain tops
   c. a narrow strip of land connecting two larger land masses
   d. a wide sand bar in a river

8. A delta is
   a. a man-made waterway
   b. a point of land projecting into the sea
   c. a large part of an ocean or sea that extends into the land
   d. a wide alluvial mouth of a river

9. Rivers were important to explorers and colonizers because
   a. they could use them to travel on
   b. they provided electric power
   c. they provided fish
   d. the Indians were afraid of them

10. If the legend on a map showed that each inch equaled 50 miles, how far would it be between two cities three inches apart?
    a. 50 miles
    b. 150 miles
    c. 200 miles
    d. 250 miles

DIARY SITUATION 1

Diary Situation 1

Your first winter in the New World is drawing to a close. You are one of the lucky ones. You are still alive. You landed in the New World with great hopes and dreams. Unfortunately, you and the others were not prepared for what lay ahead. Your first mistake was starting a colony late in the year. You were short of food and other supplies, and a dreadful winter was closing in. You and the others attempted to build shelters and prepare for the winter, but the frightening cold, the diseases, the lack of food, medicines, and shelter—all these were too much. Many people became sick and died. Those who were not ill had to spend most of their time caring for the sick and dying.

Now spring is coming. Your colony is weak and small, but you and most of the other survivors are determined to succeed.

Write a diary account of your experiences since arriving.

1. Include some of your thoughts and experiences concerning the winter, the disease, and the death.
2. Comment on how you feel about surviving.
3. Include your feelings about the future and what lies ahead for you and members of your colony.
4. Strive for **verisimilitude**. This word means "the quality of seeming real." To make your descriptions real, use descriptive words which create pictures in your reader's mind. For example, rather than write that your sister "looks sick," you might write that a "horrid fever has heated her face into a burning red glow."

DIARY SITUATION 2

Diary Situation 2

Since your ships' first landing in the New World, you have had constant contact with various Indian tribes. The first Indians were generally friendly. They often were very helpful. They came to your aid during that first winter. Without them, you probably would not have survived. You have welcomed them into your homes and have often shared your meals, your good times, and your sorrows.

Now tragedy has struck. Last Friday a well-organized Indian attack was launched across your colony. Several dozen colonists—men, women, and children—were slaughtered with their own guns. Many of these colonists were killed at their dinner table as they shared their meal with their "friends." This attack came as a total surprise and shock.

Write a diary account of the attack.

1. Explain exactly what happened as you viewed it.
2. Express your conflicting feelings toward the Indians.
3. Include in your account some of your past experiences with the Indians and your plans for how you will deal with them in the future.
4. Strive for **verisimilitude**. This word means "the quality of seeming real." To make your descriptions real, use descriptive words which create pictures in your reader's mind.

DIARY SITUATION 3

Diary Situation 3

You have survived the harsh winter. Now spring is in full bloom. The trees are green again, bright flowers are blooming everywhere, and the forests are bursting with new life. You and your colony have broken out of the darkness. Can only good fortunes lie ahead?

Unfortunately, the appearances are deceiving. Your fellow colonists are growing restless. They are beginning to talk of rebellion. The object of the colonists' anger and frustration is Governor Moore. When you arrived in the New World, Governor Moore was elected unanimously. No one questioned that he was the most popular and most capable leader in the colony.

During the long winter food and supplies became scarce. As a result, Governor Moore had to make many difficult decisions. Some people accused him of withholding food and medicine from the helpless and dying. Others said he was hoarding supplies for his own personal use.

Because of continued shortages and the prospect of another devastating winter, the governor recently posted a new set of laws. Among the most controversial are laws that continue food rationing and those that require people to work at least 14 hours a day as farmers, hunters, fishermen, or shopkeepers.

Governor Moore's growing unpopularity has caused some people to mumble about overthrowing him. Recently several secret meetings have taken place. Mysterious public notices have been posted calling for the governor's overthrow. After you attended one of these meetings, you came away more confused and quite frightened. Men talked about raiding the food storage warehouse, taking all the food, and dividing it among all the colonists. One man suggested banishing the governor from the colony. Another screamed out, "He should be tarred and feathered."

Write a diary account about the above situation.

1. Express your feelings about having survived the winter.
2. React to the plans to overthrow Governor Moore.
3. Include in your account details of your life. Tell what you have observed as an increasing number of activities have been organized against the governor.
4. Strive for **verisimilitude**. This word means "the quality of seeming real." To make your descriptions real, use descriptive words which create pictures in your reader's mind.

FATE CARDS - 1

Directions: Duplicate this sheet of FATE CARDS once. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 1

Light rain fell in all sections. As a result, no farming was completed.

WEATHER 1

Floods swept through all coastal sections. Two men, one woman, and 300 units of food were lost in each coastal section of land in your colony.

WEATHER 1

Large storms paralyzed all colonial sections below the 41st parallel. No activity was possible in any of the squares in this area.

WEATHER 1

Storms caused extensive flooding and landslides in all mountain squares above the 41st parallel. Your colony lost one man and 200 units of food for each mountain square you have above the 41st parallel.

SAILING 1

A fierce storm battered your ships. One ship sunk with all aboard and all cargo was lost.

SAILING 1

A week-long storm drove your ships off course. You lose 100 miles.

LANDING 1

Disaster! As you tried to land, one of your ships ran aground. As the tide came in, the heavy surf destroyed the ship. All on board were safe but you lost half of all of the cargo on the ship.

LANDING 1

When you landed you encountered a group of very friendly Indians. They gave you 200 units of food.

FATE CARDS - 2

Directions: Duplicate this sheet of FATE CARDS once. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

HUNTING 1

The hunting was the best the colony has ever experienced. There was plenty of game and the hunters successfully hit most of their targets. Each hunter brings back 30 units of food.

HUNTING 1

Disaster struck your hunting party. Shortly after the hunters entered the woods, one hunter was accidently shot and killed by another colonist. The hunters returned with no food and the body of their fellow colonist.

FARMING 1

The crop yield was excellent. Hard work and favorable weather conditions combined to produce 25 units of food for each farmer.

FISHING 1

Disaster! Your fishing boat was caught in a storm and it sank. All fishermen were lost.

GENERAL WELFARE 1

A ship stopped at your colony. You traded furs for food and guns. Add 200 units of food and four guns to your supplies.

GENERAL WELFARE 1

One of your colonists quarreled with another colonist. They got into a fight and one of the colonists was killed. The other colonist was tried by a jury and was sentenced to death by hanging. Your colony loses two men.

GENERAL WELFARE 1

The Good Friday Indian Massacre devastated your colony. Fifteen men, eight women, and six children were killed. Four hundred units of food were destroyed and 10 guns were taken.

GENERAL WELFARE 1

A plague hit your colony killing all of your cattle and other farm animals.

FATE CARDS - 3

Directions: Duplicate this sheet of FATE CARDS twice. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 2

A large storm struck the mountains. Colonies with mountain lands may not trade and their farming is cut by 50%.

WEATHER 2

The weather is cloudy and overcast with a threat of rain and possible high winds. Proceed with caution.

SAILING 2

Good weather and winds allow your ships to cover 800 miles.

SAILING 2

You hit the doldrums. A complete calm lasted all round and you were unable to move.

LANDING 2

Trouble! What appeared to be a safe, friendly harbor turns out to be shallow and dangerous. One of your ships ran aground trying to land. You manage to get the ship free, but you must wait until the next round to land.

LANDING 2

Your landing party found an excellent site for your colony. You are able to trade some jewelry, knives, pots, and pans with the Indians for 300 units of food.

HUNTING 2

Friendly Indians have assisted your hunters. They have shown you some of their secrets for tracking and locating deer, bear, and other game. Each of your hunters returns with 25 units of food.

HUNTING 2

A severe winter has driven most of the game animals into the valleys on the west side of the mountains. Your hunters see little game. Each hunter returns with only three units of food.

FATE CARDS - 4

Directions: Duplicate this sheet of FATE CARDS twice. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

FISHING 2

Outstanding fishing conditions and considerable hard work net each fisherman 20 units of food.

FISHING 2

Good winds but poor fishing conditions net each fisherman only six units of food.

FARMING 2

Besides producing 10 units of food for each farmer, your herd of cattle produced an abundant number of healthy calves. Increase your farm animal population by 50%.

FARMING 2

The Indians have been attacking farmers and isolated settlers. Because of these attacks, food production has been very poor. Each farmer produces only five units of food.

GENERAL WELFARE 2

Your spring market days were a huge success. Indians and people from nearby colonies came to buy and trade for the brooms, baskets, and rakes your colonists made over the winter. The colony's wealth increases by 200 units of food, two guns, and three horses.

GENERAL WELFARE 2

A ship arrived at your colony with a group of eight women who hoped to find new husbands in your colony. Add eight women to your total population.

GENERAL WELFARE 2

Children from your colony found a large berry patch and collected 100 additional units of food.

GENERAL WELFARE 2

Children from your colony found a large berry patch. While they were picking berries and playing, they were surprised by an angry bear which attacked the children. One child is killed.

FATE CARDS - 5

Directions: Duplicate this sheet of FATE CARDS twice. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

GENERAL WELFARE 2

The gloomy winter and desperate conditions led one man and two women to take their own lives.

FISHING 2

Your fishermen ran into a large school of fish. They quickly caught as many fish as their little boats would hold. Each fisherman returns with 25 units of food.

HUNTING 2

A large group of unfriendly Indians ambushed your hunting party. In the surprise attack, one man is killed and the other hunters fled to the colony without any food.

HUNTING 2

Your colony's hunting party became lost. Instead of a four-day hunt the hunters were gone three weeks. When they return they are nearly dead. They have no food for themselves or the colony.

GENERAL WELFARE 2

Indian attacks on isolated settlers have driven many extra people into your colony. It will cost your colony an extra 100 units of food to feed these extra people.

GENERAL WELFARE 2

A fierce storm destroyed the north and west walls of your fort. During the next round, 60% of your population must work to repair this damage.

GENERAL WELFARE 2

A new ship arrived at your colony with 20 men and six women who want to stay in your colony. They have no extra food or supplies but they claim they will work. If you accept them, add 20 men and six women to your population.

GENERAL WELFARE 2

Local friendly Indians bring your colony 100 units of food as an offering of peace and token of friendship.

FATE CARDS - 6

Directions: Duplicate this sheet of FATE CARDS twice. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 2

The winter lasted well into April this year. You were late getting your crops in and the result was a 25% decrease in any farming activity for the round.

FISHING 2

Your fishermen found a large school of fish and were doing so well that they didn't see the storm approaching. You lose one boat and three men. All other men return with a great catch of 20 units of food each.

HUNTING 2

A neighboring group of Indians went with your hunters and their success was outstanding. Each hunter returned with 30 units of food.

HUNTING 2

Your hunters were trapped in the mountains by an early snow storm. After attempting to survive for two months in the wilderness, only 10% of them manage to struggle back to the colony.

GENERAL WELFARE 2

A pirate ship raided coastal colonies. If you are from a colony with land along the coast south of the 41st parallel you lost two men, one woman, and 300 units of food.

GENERAL WELFARE 2

You hold a harvest festival in the fall and invite the neighboring Indians. If you live in an area where the Acorns live they present your colony with 300 units of food.

GENERAL WELFARE 2

You hold a harvest festival in the fall and invite the neighboring Indians. If you live in an area where the Irrocks live they bring your colony 150 units of food as a gift.

GENERAL WELFARE 2

You hold a harvest festival in the fall and invite the neighboring Indians. If you live in an area where the Seques live they refuse to come to the festival, and 100 units of food which you prepared spoil and are lost.

FATE CARDS - 7

Directions: Duplicate this sheet of FATE CARDS three times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 3

A violent storm struck the mountain areas. Colonies with at least 50% of their land in the mountains are unable to farm and hunting is cut by 60%.

WEATHER 3

Rain and heavy fog make travel at sea in small boats very dangerous. There is no fishing this round.

SAILING 3

Strong winds out of the east and favorable ocean currents push your ships along rapidly. You cover 1,000 miles this round.

SAILING 3

Erratic winds and huge chunks of floating ice make your progress very difficult. You only cover 250 miles this round.

SAILING 3

Gentle winds and good weather allow your ships to cover 600 miles this round.

LANDING 3

After some difficulty avoiding obstacles in the harbor, you manage to make a safe landing with all of your ships.

LANDING 3

Unfriendly Indians greet your first landing party. After a short fight, the Indians force your landing party to return to the ship. You must wait until the next round to attempt a landing on a different square.

LANDING 3

Your landing party of five men went ashore more than a week ago. They have not returned and must be presumed dead. Subtract five men from your population and attempt to land again during the next round.

FATE CARDS - 8

Directions: Duplicate this sheet of FATE CARDS three times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

HUNTING 3

Indians have been attacking your hunting parties. Because of these attacks, more time must be spent guarding against attacks and less time actually hunting. Each hunter returns with only five units of food.

HUNTING 3

Your colony's new deer traps worked great. Each hunter returns with 25 units of food.

FISHING 3

The fishing boats encountered extremely rough seas. Most of the time was spent just trying to survive. Each fisherman returns with only four units of food.

FISHING 3

After you have made an excellent catch, wolves raid your drying racks and ruin or eat most of your fish. The final result is each fisherman produced only three units of food.

FARMING 3

A lack of precipitation means low crop yields of corn, squash, and beans. Each farmer produces only six units of food.

FARMING 3

Problems! Lice, biting fleas, and pesky mosquitoes have infected a number of farmers who were actually unable to work this round. Only half of your farmers actually worked. They each produced 12 units of food.

GENERAL WELFARE 3

A ship stopped at your colony. Shortly after it left, a mysterious plague swept through your colony leaving three men, two women, and two children dead.

GENERAL WELFARE 3

Rats from a visiting ship came ashore and got into your provisions. Before they were discovered, 150 units of food were destroyed.

FATE CARDS - 9

Directions: Duplicate this sheet of FATE CARDS three times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

FARMING 3

Light spring rains fell in all sections. As a result, the crops were well nurtured and an excellent crop was produced. Each farmer produced 15 units of food.

FARMING 3

Floods swept through all mountain sections wiping out the first planting of crops. The second planting was late and did not do well. Colonies with at least two squares of mountain land produce only four units of food for each farmer.

GENERAL WELFARE 3

A ship stops at your colony. You trade furs, pine tar, and other products for food. Your colony gets 250 units of food.

GENERAL WELFARE 3

Fur traders from the west came to your colony to trade you 200 units of food they have caught for four guns. If you decide to accept the trade you lose four guns and gain 200 units of food.

SAILING 3

A fierce storm battered your ships. They are scatted about and must spend a great deal of time searching for each other. None of the ships make any progress this round.

SAILING 3

Good winds and hard work pay off. Your ships travel 800 miles this round.

LANDING 3

If you are landing in an area controlled by the Acorn Indians, your landing party was greeted by friendly Indians who made you a gift of 200 units of food. If you are landing in an area controlled by another tribe, your landing occurred without incident.

LANDING 3

You landed in an area that was very rich in fresh berries. While the others landed, the children of the colony collected 100 units of food.

FATE CARDS - 10

Directions: Duplicate this sheet of FATE CARDS four times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

FISHING 4

Fishing is good, but you had to go farther than usual to find the fish. Your actual fishing time is short and each fisherman brings back eight units of food.

FARMING 4

The crops were extremely poor. Too much heat, not enough rain, and too many insects all worked against you. Each farmer produces only four units of food.

FARMING 4

Because of dense undergrowth and the need for new fields, most of the farm labor this round was spent clearing fields. Each farmer produced only five units of food.

FARMING 4

The weather was great and your farmers worked hard. Each farmer produced 12 units of food.

GENERAL WELFARE 4

Friends in the Old World heard your colony was having trouble. They collected funds and sent you 500 units of food, eight horses, and 10 guns.

GENERAL WELFARE 4

Unidentified persons broke into your colony's storehouse. They stole 50 units of food.

GENERAL WELFARE 4

A mysterious fire swept through the colony's common house destroying 200 units of food and six guns.

GENERAL WELFARE 4

Your colonists rescued a friendly Indian chief who had been captured by a rival tribe. The chief and his tribe show their gratitude by giving your colony 300 units of food.

FATE CARDS - 11

Directions: Duplicate this sheet of FATE CARDS four times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 4

The weather has been beautiful. Sunny warm days and sufficient rainfall made for an excellent growing season. Increase farming by 50%.

WEATHER 4

Heavy coastal rains combined with an extremely late spring mean much trouble. Colonies with at least two squares of coastal land must cut their farming, hunting, and fishing by 30%.

SAILING 4

You found a strong westward current that pulled your ships along at a rapid rate. Combined with good winds and hard work, this allowed each of your ships to cover 1,200 miles this round.

SAILING 4

Fog, storms, and high seas damaged your ships. You were all facing death. Fortunately, you managed to stay together and survive. Unfortunately, you were only able to cover 100 miles this round.

LANDING 4

Your landing party had some difficulty finding a suitable site for you to start your colony. After considerable searching, however, they finally found a site. You are able to land and begin your colony.

HUNTING 4

Hunting is excellent. Unfortunately, your hunters miss a number of easy shots. Each hunter finally returns with eight units of food.

HUNTING 4

Hunting is poor and little game can be found. Each hunter brings back only five units of food.

HUNTING 4

Your hunters are lucky. They found a number of wild pigs—probably left by an earlier, unsuccessful colony. Each hunter brings back 15 units of food.

FATE CARDS - 12

Directions: Duplicate this sheet of FATE CARDS five times. Cut the cards apart. Sort them by the general area: (**Weather**, **Sailing**, **Landing**, **Hunting**, **Fishing**, **General Welfare**, and **Farming**). Place them in separate envelopes which are clearly marked with the appropriate heading. These will be used in all rounds once the colonists sail for the New World.

WEATHER 5

Bright sunny days in all areas means that all work progresses as usual.

SAILING 5

Fair weather but light winds allowed each of your ships to cover 700 miles this round.

LANDING 5

You encounter few problems and were able to land and establish your colony.

HUNTING 5

Hunting is average. A lot of game is seen, but each hunter is only able to bag 10 units of food.

FISHING 5

Your fishermen work hard and each one is able to bring back 12 units of food.

FARMING 5

Your farmers work hard and each produces 10 units of food.

GENERAL WELFARE 5

The round has run smoothly with no major changes in your colony.

GENERAL WELFARE 5

After a fierce storm damages a cargo ship, it puts into port at your colony if you have any coastal land. You help repair the ship and the captain repays you with 300 units of food and 10 guns.

DISCOVERY 3

A simulation of early American colonization

SAMPLE

Student Guide

You are about to begin DISCOVERY 3—a simulation game which recreates in your classroom some of the mysteries, hardships, and excitement faced by early American colonists.

While playing DISCOVERY 3, you will learn why geography, natural resources, and nature are so important to explorers. After learning a little about maps and geography you will become a colonist. You will learn why colonists first came to North America from Europe. You will form a colonizing group with several other students. You will set sail. You will start your colony. And hopefully you will build a successful colony in the New World.

Are you ready for your adventure?

It begins soon!

Forming Colonies

DISCOVERY 3 has two phases. As the simulation begins, you are divided into permanent colonizing groups of five or six students. Each person in the group becomes one of six colonial officials: the colonial governor, the vice governor, the colonial banker, the colonial recorder, the trader, or the mapper.

During the remainder of Phase 1, you will study why people explore and establish colonies. You also study map making. During this time you complete a series of mini-projects which will be evaluated and scored. Your scores are based upon how well you can apply the knowledge you have learned and how imaginative you are.

In DISCOVERY 3 your imagination and creativity continually play an important role. Often an imaginative, creative person comes up with an ingenious idea that the colony uses to solve a dangerous problem and thus save the colony.

These projects and other projects you will be doing throughout this simulation are all very important to your colony! The points you earn on these projects will determine how much wealth your colony will have later in the simulation. Sometimes the difference between a colony being successful and a colony dying is determined by how well you do on your assignments.

JOHN WESLEY, the author of DISCOVERY 3, is one of Interact's most prolific writers. He and his wife Diane have written more than 16 simulations for grades 4 through 8. John taught elementary and middle school for ten years in California before moving with his family to Spokane, Washington. There he is currently the Director of Learning Resources at Spokane Community College. Diane teaches fifth and sixth grade in the Spokane schools.

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Starting your colony

Phase 2 of DISCOVERY 3 is when you actually start your colony.

Decisions The first step in starting your colony is making a series of important decisions. Here are some key questions your group must ask yourselves as you plan how you will establish your colony:

- What materials, supplies, animals, and people do we need to begin our colony?
- Where should we set up our colony?
- Should we trade for the land we need, or should we attempt to take it by force?
- What daily jobs should we colonists do?
- How can we make the largest profit for our colony?

As you plan your colony, you should answer the above questions carefully. They will dramatically affect your colony's success or failure. Making the right decisions can make your colony rich and powerful. A few poor decisions can destroy your colony.

Other elements Of course, other less controllable elements will also play a role in your colony's success.

- Will bad weather destroy your crops?
- Will the Indians you meet be friendly, or will they be hostile?
- Will floods, fire, disease, other colonists, or marauding pirates wipe out your colony?
- Will you gain unexpected wealth from a surprise inheritance or from surplus crops?

What does all this mean? Both the quality of your decisions and the amount of your good luck will affect your colony's success or failure. If you do not have enough of both, you may well end up like many early colonies—destroyed. Therefore, all colony members should plan to do the following: Cooperate with one another as you make the best decisions you can. Work hard. Remain positive and confident. As a result, you will likely overcome any bad things that happen to you, and your group will thrive in your exciting New World adventure.

Your goals as colonists

Phase 1 As the simulation begins, your colony's first goal is simply to survive. Never forget how early colonists had a difficult time. Your second goal is to eventually become successful. (You begin your colony with the wealth you have earned from completing the early map assignments on pages 6 though 10.

Phase 2 In this second phase you attempt to increase this wealth by acquiring land, food, and other goods that add additional Wealth Units to your colony. At the end of play, the colony with the greatest number of Wealth Units wins the simulation.

- -

DISCOVERY 3 is designed to reproduce many of the conditions and experiences early European colonists faced after they settled along North America's eastern coast. But the lessons these hardy men, women, and children learned can be applied to other times and other places. Persons in earlier primitive cultures had to overcome similar problems.

Of course, in the future you and your children will work to solve similar problems. These problems will be both on the Earth and out in space as you travel to the moon and other distant planets and solar systems.

ORGANIZING YOUR COLONY

Colonial Officers

As soon as your colony has been selected, its members need to assign jobs to each member.

Colonial Governor As your colony's leader, you are responsible for all of your colony's activities. You need to make sure that other members complete their assigned tasks. As governor, you preside over colonial meetings, settle disputes, and do all jobs not assigned to any other colonial officer.

Colonial Vice-Governor You assist the governor and take his/her place if they are absent. You take over for any other colonial officer who is absent and assist anyone who needs help. For example, during the recording period you should help the banker and the recorder.

Colonial Banker You are in charge of the colony's wealth. You collect all money and properties due the colony at the end of each round. You must also pay all the colony's debts and make sure all forms regarding wealth—including the COLONIAL WEALTH UNIT FORM—are properly filled out.

Colonial Recorder You are the colony's bookkeeper. This may well be the hardest and most important job in the colony. As the recorder, you must be neat, well organized, and good at math. When each round ends, you must make sure that each of the following forms is properly filled out: BEFORE YOU SAIL, LIST OF UNIT WEIGHTS FOR SHIPS, SEA LOGS, and CHART OF DAILY LABOR.

Colonial Trader You are the colony's official representative at all trading sessions. If your colony wants to trade with another colony or negotiate with the Indians, you are responsible for conducting the business. The teacher, acting as the Indians, or other colonies cannot negotiate or deal with anyone but the colonial trader or her/his replacement.

Colonial Mapper You are in charge of keeping all records dealing with maps. You should be skillful at reading and interpreting maps. On your map you keep track of your colony's land and the land's belonging to other colonies. You also listen for and record other vital information revealed during the simulation. Examples: the location of various Indian tribes or the point value of squares. As the mapper, you are also the official representative to the teacher. For example, if your colony wants any question answered or wants help from the teacher, you are sent to the teacher. ***Note well:*** *Other students from your colony are not to go to the teacher with a problem or complaint. Instead, they communicate with you about the problem or complaint. Then you go to the teacher.*

Colonial Assignment Record

During the first few hours of DISCOVERY 3, you will complete several assignments. How well you and your fellow colonists do on these assignments determines how much wealth your colony has when you set sail for the *New World*. On the chart below, write your colony's members' names. Then keep a record of the scores members receive on each assignment.

Colonial Assignment Record

Members' names	Mapping Assignment 1	Mapping Assignment 2	Mapping Assignment 3	DISCOVERY 3 Mapping Quiz	Totals
				Grand Total →	

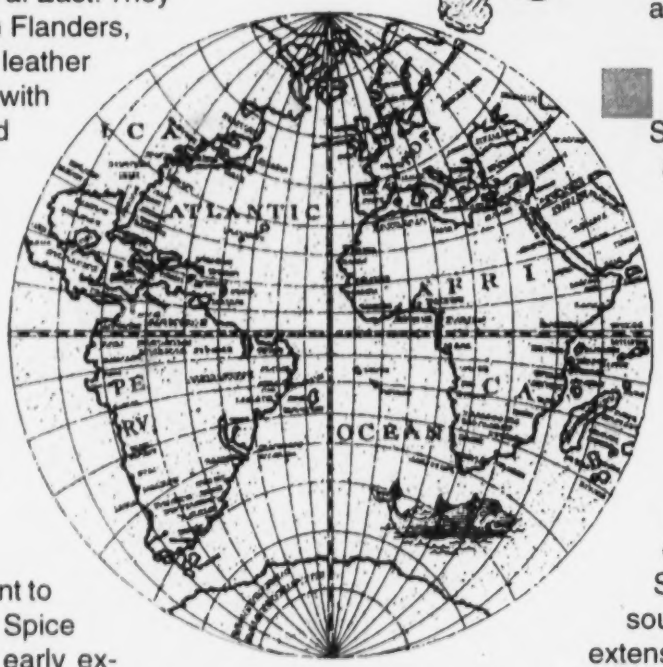
IN SEARCH OF A NEW LAND - 1

The "discovery" of America

One of the most interesting facts about the "discovery" of America is this. Only years after Columbus sailed from Spain did Europe know that the New World existed. Actually Columbus—along with numerous other explorers in the late 15th and early 16th centuries—was looking for a water route to Asia and the Far East. Suddenly he found the islands just off the North American continent.

European adventurers

For several hundred years European adventurers had made the long journey from Spain, Portugal, France, and Italy to the Far East. They went to trade cloth from Flanders, swords from Spain, and leather from Italy. They returned with fine silks, muslins, and most important of all,—spices. All these luxuries were in great demand among the rich and powerful across Europe. Then in 1453 the Turks captured Byzantium and closed the only trade routes known to the Far East.



Soon explorers were sent to find a way to reach the Spice Islands by sea. These early explorers stayed close to land as they sailed down the coast of Africa, around the Cape of Good Hope, up the eastern African coast, then across the Indian Ocean to India, Ceylon, and the Spice Islands. The trip was dangerous and long. However, many persons sought an alternative route because the person who found this route would acquire great wealth and fame.

In 1492 ...

So in 1492 when Christopher Columbus set sail from Spain, he was searching for a new route to the Spice Islands. On October 12, 1492, Columbus spotted land, probably one of the Bahama Islands. He continued westward to Haiti, Cuba, and numerous other smaller islands before returning to Europe. When he once again sailed west, he declared he had found the way to Asia but had been unable to locate the actual Spice Islands. Everyone was excited. Soon another, bigger expedition set sail westward. Word spread across Europe of the exciting lands to the west. Within a few years a number of expeditions sailed west in search of spices and silks, fame and fortune.

"... the New World..."

Spaniards, Portuguese, and a few Frenchmen sailed to what was now being called the New World. They established colonies so they could take the wealth of the Americas back to Europe. Gold, the first of the riches to be discovered, was followed closely by the discovery of fertile land and numerous other natural resources. Soon the area from Florida south was a busy, productive extension of the European empires of Spain and Portugal.

England becomes a strong power

Not until late in the 16th century did England begin to develop as a European power. By then—to England's dismay—the rich lands of the Caribbean had all been claimed by other European powers. The English nation, always known as a resourceful people, began exploring further north where they hoped to find even more exciting riches. Unfortunately, they found neither fragrant spices nor Indians dressed in gold cloth. However, they were pleased to discover plenty of rich-appearing land.

IN SEARCH OF A NEW LAND - 2

English explorers such as Walter Raleigh, Arthur Barlow, and Phillip Amados were sailing the coast, claiming large tracts of land in the name of England and the queen.

Of course, other countries (Spain, Portugal, France, and the Netherlands) were also claiming land. Though it was easy to claim the land, to actually control the land, a country had to have a colony. The mother country needed people living there who would defend the land.

English colonization

The earliest English attempts to colonize came in 1584-1585. These struggles ended in disaster on Roanoke Island off the coast of what is now North Carolina. As years passed, additional English explorers arrived and started small colonies or plantations from Cape Cod to the Carolinas. Like the first colonies in 1584-1585, many of these simply disappeared, leaving no trace. But the English were persistent. Finally, small colonies such as the Pilgrims at Plymouth began to take hold and the English became permanent residents of the New World.

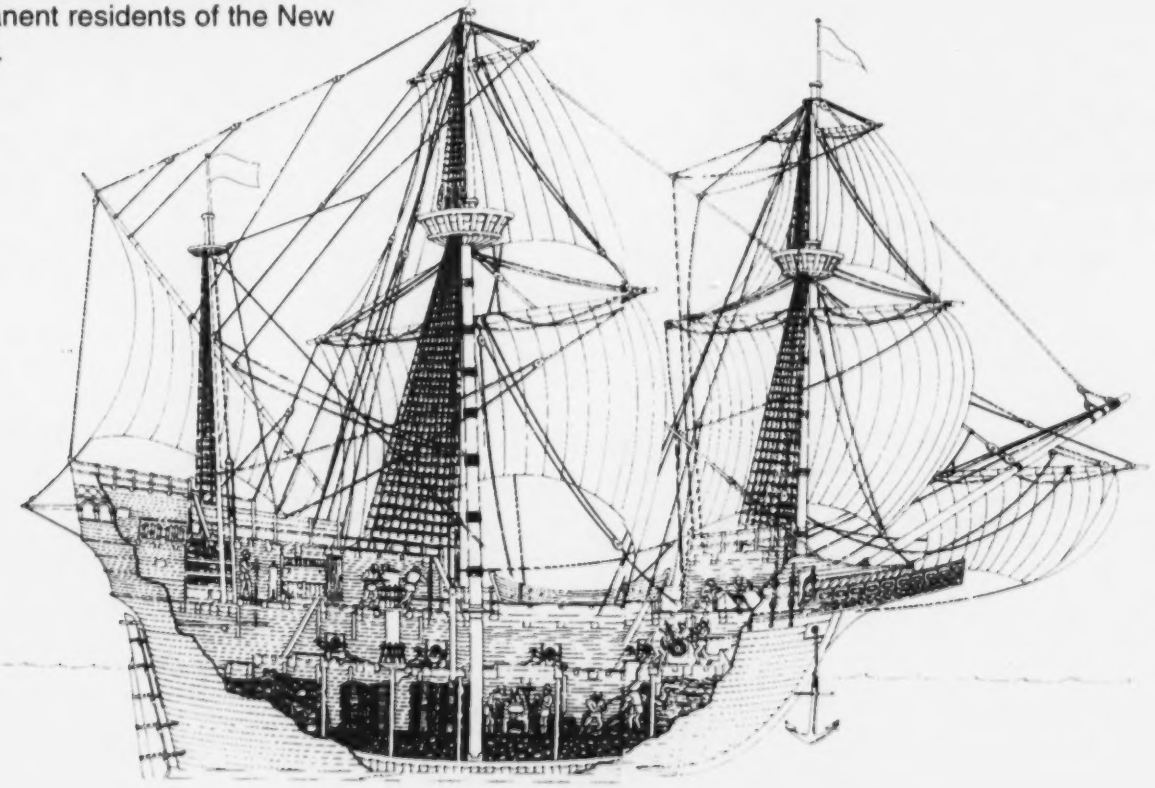
As time passed, more and more colonies were established. People came to the New World colonies for different reasons. Here are several of the reasons why English colonists decided to come to the New World:

- to escape from adverse living conditions;
- to be free to practice their own religious faith;
- to work for a private company; and
- to seek adventure and a new life.

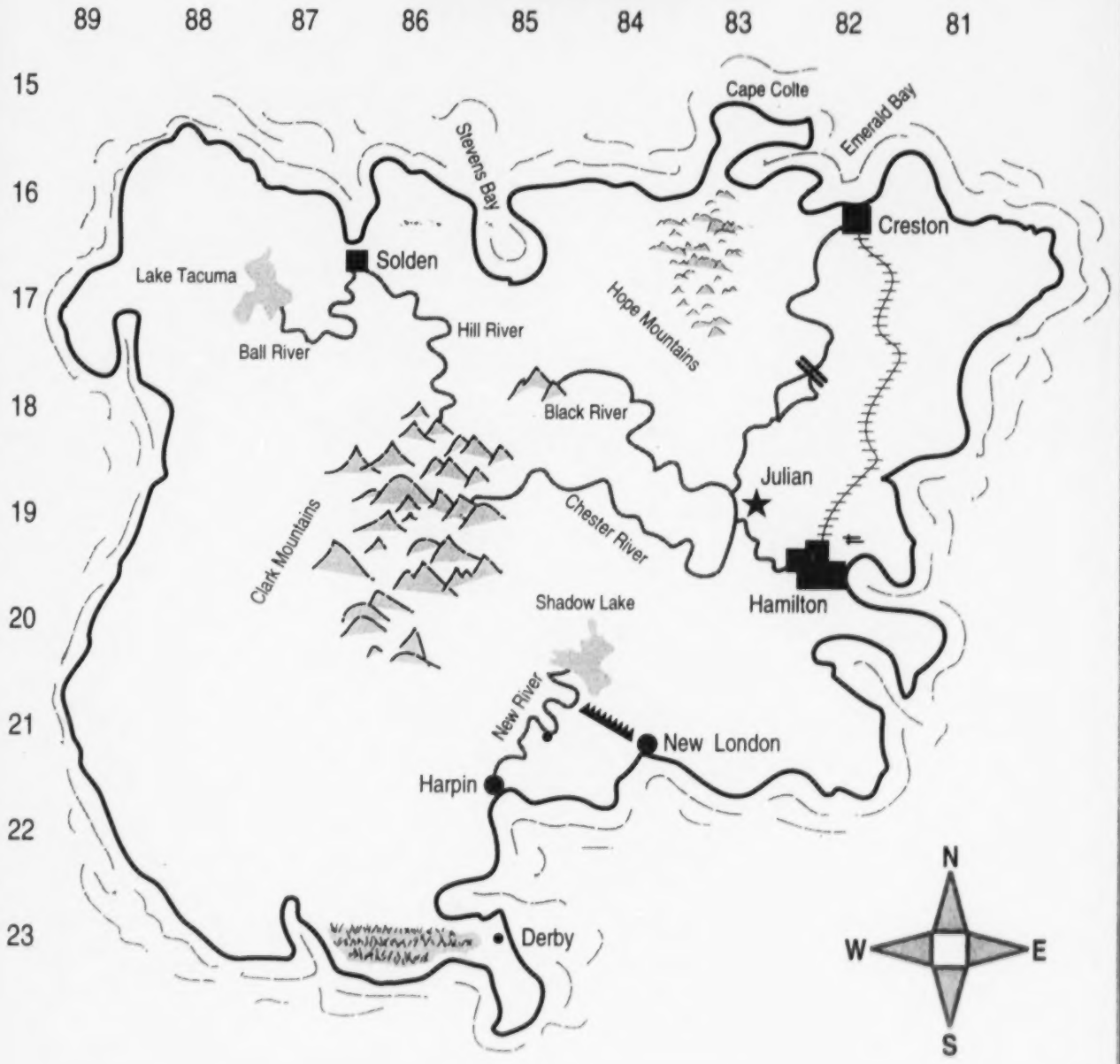
Now it is your turn ...

As future colonists, you, too, will have to choose a reason for your colonization effort. Like the original colonists, you will have to live with the results of your choice.

One final suggestion: Note the illustration of the ship *Mayflower* below. In the early seventeenth century the first Pilgrims crossed the Atlantic Ocean in a ship this small. Examining the cramped quarters should make you realize certain challenges facing you. ***Good luck!***



ODENSA



Legend

Cities pop. 2,000 – 9,999	Mtns. under 10,000' elevation	Swamps
Cities pop. 10,000 – 49,999	Mtns. 10,000' elevation plus	Deserts
Cities pop. 50,000 – 249,999	Airports	Rapids
Cities pop. 250,000 – 999,999	Railroads	Dams
Cities pop. 1,000,000 or more	Canals	0 50 100 150 200 250 300
Capital cities	Ice fields–glacier	Scale 1" = 200 miles

MAPPING ASSIGNMENT 1

Directions: Being able to read a map accurately answers many questions and unlocks numerous secrets. The key to reading any map is the **Legend**. In the Legend, you find a series of symbols and their meanings. Use these symbols to decode and read the map.

This assignment is based on the map of the mythical country of **Odensa** on page 6.

SAMPLE

In the assignment's first part, you must locate geographical features such as capes, bays, or peninsulas and color them as directed. In the second part, you must locate natural and man-made geographical features and give the name of an example from the map. In the final part, directions are given for adding additional features to the map. Read each question carefully and completely before you answer it.

Map Vocabulary

Study the definitions of the following eight terms before you actually do **Mapping Assignment 1**.

bay an extension of a sea or ocean into the land

cape a point of land projecting into a sea or an ocean

legend an explanatory caption explaining the symbols used on a map

peninsula a long projection of land into water, connected to the mainland by an isthmus

desert a region made barren by lack of precipitation

glacier a huge mass of ice originating from compact snow

canal a man-made waterway

isthmus a narrow strip of land connecting two larger land masses

Mapping Assignment 1

Locate the following on the map and color as indicated:

1. A lake (color dark blue)
2. A bay (color light blue)
3. A swamp (color green)
4. A canal (color red)
5. A cape on the southern side of the island (color yellow)

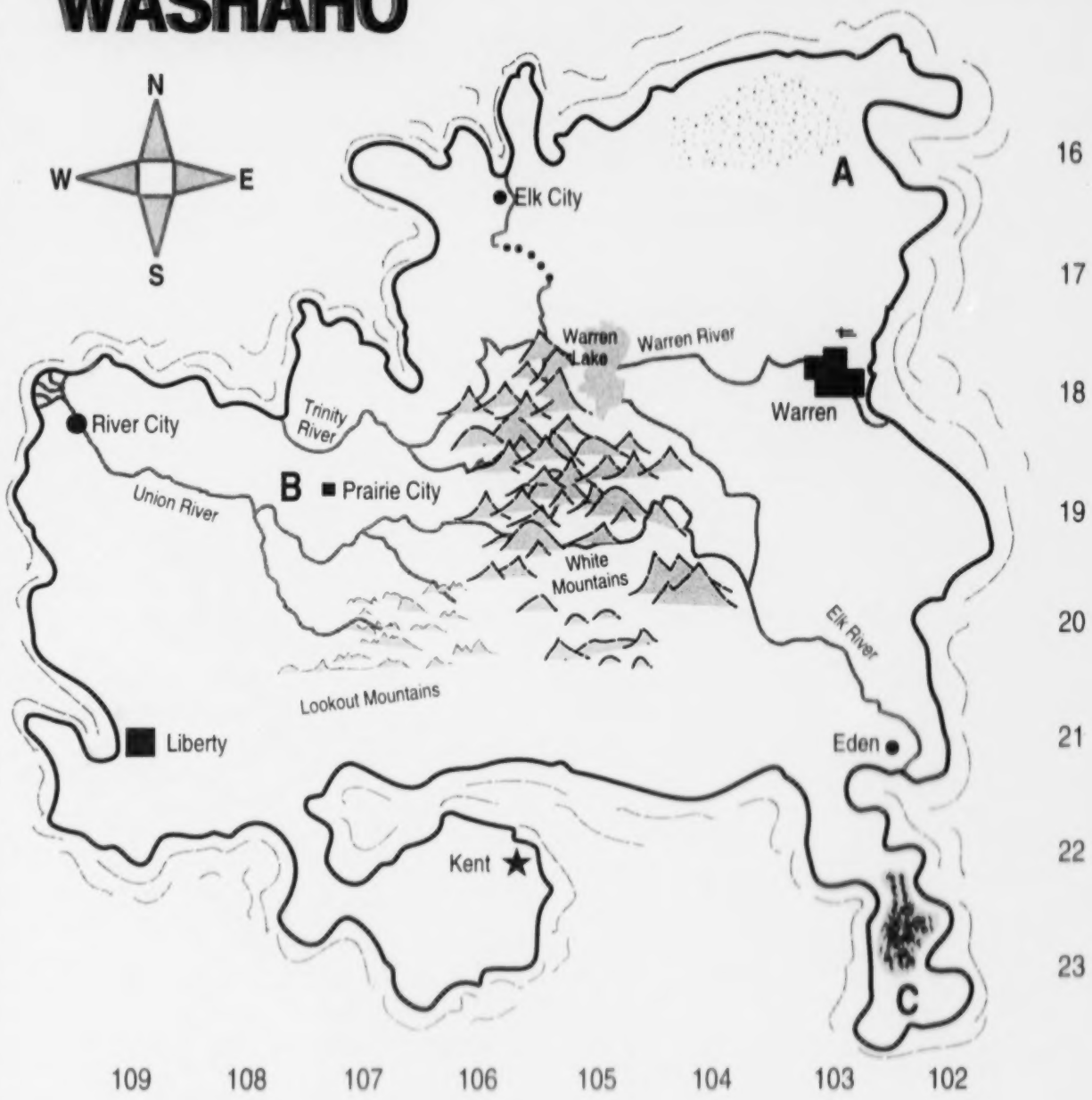
Locate the following on the map and give an example:

6. A city with a population of 1,000,000 or more
7. A mountain range with peaks under 10,000' elevation
8. Two cities connected by a railroad
9. A city with an airport
10. A city with a population of 50,000 to 249,999
11. A mountain range with peaks 10,000' elevation or more
12. A river that empties into an eastern bay
13. A northern bay
14. A city on a southern peninsula
15. The capital of Odensa

Add the following items to the map:

16. A river named the Clark Fork flowing southwest from the Clark Mountains
17. An airport in a city of 50,000 to 249,999
18. A desert named the Obi Desert on the western side of Odensa
19. A glacier in the Clark Mountains
20. A city named Talli with a population of 30,000 approximately 200 miles northwest of Lake Tacuma

WASHAHO



Legend

Cities pop. 2,000 – 9,999	Mtns. under 10,000' elevation	Swamps
Cities pop. 10,000 – 49,999	Mtns. 10,000' elevation plus	Deserts
Cities pop. 50,000 – 249,999	Airports	Rapids
Cities pop. 250,000 – 999,999	Railroads	Dams
Cities pop. 1,000,000 or more	Canals	0 50 100 150 200 250 300
Capital cities	Ice fields–glacier	Scale 1" = 200 miles

MAPPING ASSIGNMENT 2

Directions: This assignment is designed to build upon the map-reading skills you learned in the previous assignment. This assignment will focus on *latitude* and *longitude*. Latitude and longitude are a system of grid lines on a map that aid you in quickly locating specific places. These lines criss-cross the map, dividing it into a grid pattern. A location is represented by a pair of numbers—latitude and longitude. An example on the map might be 106 degrees W longitude and 16 degrees S latitude. By following both of these lines until they cross one another, you locate a specific point on the map.

This assignment is divided into four parts. In part one you must locate certain geographical features on the map of **Washaho**. Color the features as indicated. In part two you use latitude and longitude to locate additional geographical features. After finding the specific point indicated, you describe the geographical feature such as a river, a mountain, or a bay that you find. In part three you add geographical features to the map at specific latitude and longitude points. Finally, in part four you use the knowledge you have gained to answer questions about geography and the land. Here you must select the best answer for each question.

Map Vocabulary

Study the definitions of the following eight terms before you actually do **Mapping Assignment 2**.

latitude a measurement of distance north or south of the equator

longitude a measurement of distance east or west of an imaginary line running through Greenwich, England

river delta a wide, alluvial mouth of a river

gulf a large part of an ocean or sea that extends into the land

prairie a large, level tract of grassland

rapids usually a shallow part of a river with a fast current

butte an isolated hill or small mountain with steep sides and a small flat top

swamp a wet, spongy land sometimes partially underwater

Mapping Assignment 2

Locate on the map and color as indicated:

1. A river that can be navigated from the east coast (color dark blue)
2. An isthmus (color red)
3. A river delta (color green)
4. A desert (color brown)
5. A gulf (color light blue)

Locate the following latitude and longitude and describe what you find:

6. 102 degrees W 23 degrees S
7. 103 degrees W 16 degrees S
8. 107 degrees W 22 degrees S
9. 109 degrees W 18 degrees S
10. 106 degrees W 18 degrees S

Add the following geographic features to the map of Washaho:

11. A lake at 104 degrees W 18 degrees S
12. A city at 103 degrees W 20 degrees S
13. An airport at 105 degrees W 16 degrees S
14. An island at 104 degrees W 23 degrees S
15. River rapids at 102 degrees W 21 degrees S
16. A dam on the Elk River at 103 degrees W 20 degrees S

Select the best answer for each question:

17. Where would you most likely find the source of a river?
    a. a delta b. mountains
    c. a butte d. a valley
18. Where would you most likely find a major city?
    a. in the mountains b. on a river delta
    c. on a cape d. on a bay
19. The best farm land would be found at (select the answer from the letters on the map)
    a. A b. B c. C
20. Where would you most likely find a swamp?
    a. in the mountains b. on a coastal plain
    c. in a tropical lowland d. on a cape

MAPPING ASSIGNMENT 3

Directions: Now that you have learned about maps, map construction, and map reading, you are ready to design your own map. Your assignment is to put all your new knowledge to work while you draw a complete map of a mythical country. On your map you need to include the following:

- latitude and longitude;
- legend;
- scale;
- complete country; and
- labeled cities, mountains, rivers, etc.

While the maps you have been working with are black and white, many maps contain color. The color helps show different geographical features and makes the map more appealing. Include color on your map.

To actually design your map, first draw a rough design on plain paper. Then revise this design, adding features, legend, scale, latitude, and longitude. Once you have your final map designed, transfer it to the space below. Since this map will be graded, make it neat and complete.

GENERAL RULES - 1

1. **Wealth Units** Your first objective as colonists is to survive all the elements and hazards you encounter. Your ultimate goal is to make your colony the biggest, richest, most successful colony in the New World. In DISCOVERY 3, success and wealth are measured by Wealth Units. You earn Wealth Units for such things as land, food, guns, and horses. You keep track of all wealth on the COLONIAL WEALTH UNIT RECORD FORM.

2. **Beginning wealth** Your amount of wealth when you begin your colony is determined by the scores you and other group members receive on your map assignments and on the OPENING QUIZ. As you complete these assignments and they are returned, make sure you record the grades on page 3's COLONIAL ASSIGNMENT RECORD. To find your colony's original wealth, add all the scores your group received on the assignments and then multiply this by 10 (12 if there are only five members of your colony).

SAMPLE

3. **Why are you colonizing?** Before you can actually begin your colonial expedition, you must decide why your group is going to the New World. There were three primary reasons colonies were established. First, governments wanted to increase their power and wealth. The stories of unbelievable wealth and lands of paradise quickly stimulated certain nations' leaders to form colonies. Soon other countries' leaders followed. Second, businessmen saw colonies as a new source of wealth and power. They would pool their resources together, start a new company, and set off to colonize their own part of the New World. Finally, certain people who had either religious or political beliefs that were not popular with the existing government formed groups that fled to the New World in search of personal freedom. Study these three alternatives carefully and weigh the benefits and consequences of each. ***Note:*** *Once your group chooses one alternative, you will not be allowed to change.*

If you are sponsored by the government The government will provide you with your supplies and ships to begin your colony. The government will also send you additional supplies twice during the simulation at the end of rounds 10 and 20. Ships sent by the government are scheduled to arrive with these supplies. You will receive two additional guns and one horse for each man in your colony. You will also receive 50 units of food for each man, woman, and child in the colony at that time. In return for this support from the government, you must pay the government half your land wealth and one-quarter of your food wealth at the end of the simulation.

If you are sponsored by a private company The private company that has organized your venture will supply you with all your initial supplies and ships. In addition, the company will send you additional supplies at the end of Round 15. You will receive one horse and one gun for each man in the colony plus 30 units of food for each man, woman, and child. In return for this support, you must pay the company a quarter of your total Wealth Units at the end of the simulation.

If you are fleeing religious or political oppression You must borrow most of the funds necessary to finance your colony and the trip to the New World. You borrow these funds from private individuals who are sympathetic to your cause. To start a colony and provide shipping costs 5,000 Wealth Units. To determine the amount you must borrow, subtract the total Wealth Units your colony earned in the assignments from 5,000. (See #1 above.) At the end of the simulation, you must pay back these Wealth Units plus 10% interest.

4. **Beginning the simulation** Once you have completed your basic assignments, figured your team's total Wealth Units, and decided your reason for colonizing, you are ready to begin. But before you set sail, your group must decide what you are taking with you. Each group has three ships, and your group must complete a CARGO LIST for each ship on page 17 of this Student Guide. *Make your selections very carefully* because once you set sail the only way you can get things you either forgot or do not have enough of is to trade, to make your own, or to get them from a supply ship—if the ship is carrying such supplies!

GENERAL RULES - 2

5. **Sailing** After all ships are loaded, you are ready to sail for the New World. Sailing FATE CARDS are drawn for each group to simulate the hazards and fortunes of sea travel. You will record the results of your Sailing FATE CARDS on the SEA LOG on page 18. Sailing FATE CARDS will be drawn until each group reaches the New World, a journey of 3,500 miles. If by chance you lose a ship during the voyage, the teacher will randomly select which ship will be sunk.

6. **Landing** Your landing strategy is very important. Remember what you learned about geography and the physical features of a map. Once you reach the New World, you can land anywhere along the coast. Or you can travel up navigable rivers and land somewhere upstream. Once you have chosen the square you wish to land on, notify the teacher. As with the original colonists, you will find some unexpected consequences of your landing. Some of these consequences will work in your favor; others will work against you. You will draw a Landing FATE CARD. It will determine the consequences of your landing attempt and notify you if your attempt is successful or not. *You may not attempt to land on a square already occupied by another colony.* Each square of land is worth a predetermined number of Wealth Units ranging from 50 to 400. Once a square is colonized, the teacher will announce the square's value.

7. **New World travel** Once you have established a colony, your ability to travel for trading or attacking is limited. With the boats you have, you can travel only eight squares by water either along the coast or on a navigable river each round. By land you can travel across four coastal land squares or two mountain squares each round.

8. **After you land** Once your colony has been established, the simulation follows a specific pattern each round.

a. Each round begins with a five-minute colonial meeting. During this meeting you decide what jobs must be done and what defenses you need during the upcoming round. Pay particular attention to your food supply.

b. Each colony has five minutes to fill out its CHART OF DAILY LABOR and Battle Information Plan (this form is done on student paper—see 10a on page 13).

c. Draw, read, and discuss Weather FATE CARDS.

d. If weather permits, a five-minute trading session is open to all colonies wishing to trade either with another colony or with one of the three Indian tribes. (See #7 regarding restrictions on travel. You can trade only with colonies or Indians to which you can travel in that round.)

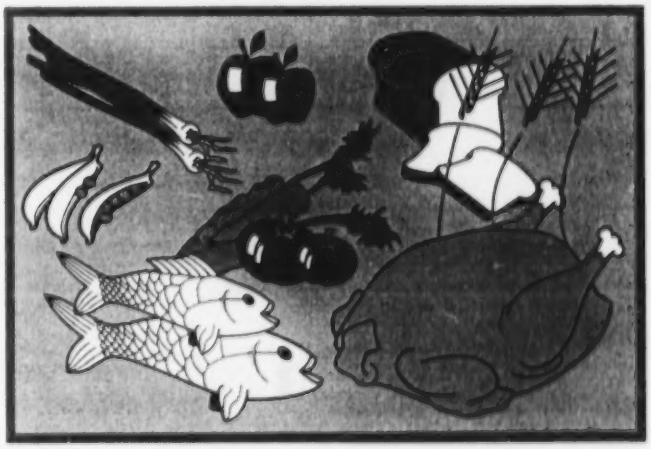
e. Persons in occupations unaffected by weather now draw, read, and discuss FATE CARDS.

f. If any colony has planned an attack on either another colony or an Indian tribe, the attack's results are determined by either the COLONIAL BATTLE CHART or the INDIAN INTERACTION CHART.

g. General Welfare FATE CARDS are drawn, read, and discussed. A separate General Welfare FATE CARD is drawn for each colony.

h. The recorder and banker complete all necessary forms and charts.

9. **Feeding your colony** As soon as you have landed, you must begin feeding your colonists. Each round you must subtract from your food supplies the total amount of food your group consumed during the round. Each man consumes three food units, each woman consumes two food units, and each child consumes one food unit per round. The amount of food they are able to produce by farming, fishing, or hunting is determined by FATE CARDS, which are drawn each round.



GENERAL RULES - 3

10. **Colonial expansion** Having established your colony, you may decide to expand. You may expand your colony only to land squares directly bordering land you already own. Two methods of obtaining this land are a) trading for it or b) attacking and trying to capture it. If you choose to trade for the land, your trader must be sent either to the other colony or to the Indians who presently control the land. If it is another colony, the trader must attempt to work out a suitable trade by the end of the round. If it is the Indians, the results of the trade will be determined by the INDIAN INTERACTION CHART, which the teacher has.

If you plan to attack another square of land, you must prepare a Battle Information Plan on a separate sheet of paper. The Battle Information Plan must include:

a. The location of the square or squares of land you plan to attack. This should be done by listing the latitude and longitude of the southeastern corner of the square. Example: 40 degrees N, 74 degrees W. *(Remember that degrees are divided into minutes—60 minutes equals one degree. Therefore, a latitude line between 40 degrees and 41 degrees N would be 40 degrees 30 minutes N.)*

b. The number of people you will be using for your attack. This information must also be on your CHART OF DAILY LABOR. Too attack a square of land occupied by an Indian tribe, you must use at least 10 men.

If you are attacking another colony, the results of the battle will be determined by the COLONIAL BATTLE CHART, which your teacher has. If you are attacking land occupied by the Indians, the results of the battle will be determined by the INDIAN INTERACTION CHART.

11. **Food** If a colony runs out of food, the colony is wiped out by starvation. Such group members must sit out one round of play and then start again in the Old World with their original Wealth Units. If this happens to your group, you can change your reason for exploration and the kind of supplies you bring with you. When you set sail, you will pull three Sailing FATE CARDS per round of play until you land in the New World.

To avoid having your colony starve, make sure you plan each round carefully. If disaster strikes, you may slaughter your edible animals for food: One farm animal equals an average 30 units of food and a horse provides 50 units of food. To build up your food supplies, you may also attempt to trade for food.

12. **DISCOVERY 3's winner** The winner will be the colony that has the most total Wealth Units at the end of play. Wealth Units are determined as follows. (Except for land, they are recorded daily on the COLONIAL WEALTH UNIT RECORD FORM.)

a. Land is worth varying numbers of points, depending on its location, physical features, and natural resources. The exact value of the land will remain unknown until it is colonized. Then the teacher announces the square's value. If you are interested, it would be beneficial for you to record the land's value on your map. Land values range from 50 to 400 Wealth Units.

b. People are worth a predetermined number of Wealth Units. Each man is worth 20; each woman, 15; and each child, 5.

c. Each food unit is worth one Wealth Unit.

d. Farm animals are each worth 15 Wealth Units.

e. Horses are each worth 25 Wealth Units.

f. Guns are each worth 15 Wealth Units.

13. **Absence** If a member of your colony is absent and misses an assignment, average other members' scores to determine his/her score for that assignment.

14. **Unanswered questions** Above are the most important rules for playing DISCOVERY 3. Others are covered in the Teacher Guide. Occasionally questions will arise that are not covered. When this happens, you and your teacher will have the opportunity to discuss the question and decide upon the most realistic solution.

BEFORE YOU SAIL - 1

Directions: You have just finished Phase 1 of DISCOVERY 3. You have learned the background information necessary to establish and to manage a successful New World colony. Below are seven tasks your colonizing group must complete before you can actually set sail. Go over the list very carefully. You will do certain items together as a class, complete some items within your group, and finish others as an individual.

1. **Figure your colony's wealth** On page 3 of this Student Guide you have been recording scores you and other group members received on the mini-projects in Phase 1. *Go back over all of your figures carefully which you have individually recorded.* Compare your answers for the colony's total points with the answers other group members have. All answers should agree. If they don't, check to find out why. *A mistake here could prove extremely costly.* Once you have an answer everyone agrees to, you are ready to figure your wealth.

To find the Wealth Units your colony has earned, multiply your colony's total points by 10—or by 12 if there are only five people in your group. This divided gives you your colony's total Phase 1 Wealth Units.

Our Colony's Wealth is ... [ ]

Enter this number at the top of the CARGO LIST directions on page 16.

Task #1 completed _____

2. **Read the GENERAL RULES** (You will find these rules on pages 11-13). As a class you will read over the GENERAL RULES. The most important thing to remember is that these rules are there so you can refer back to them if a question arises. Any time during Phase 2 when a question or conflict arises, check the rules to see what should be done. However, you must remember this is a complex simulation with literally thousands of potential problems and conflicts. Rules 1 to 13 cover 95% of these. Rule 14 will cover all the rest.

Task #2 completed _____

3. **Go over all the forms** Again as a class go over all forms that must be filled out. First read the directions. Next discuss and possibly complete some samples as you become familiar with the forms and how to use them.

Task #3 completed _____

4. **Determine the reason why your group is forming its colony** You have learned people's motivations for exploring and establishing colonies. Rule 3 details the procedure for determining your group's reason. Reread Rule 3 individually and then discuss it as a group. This group decision will be the first of many you will have to make during Phase 2. *Plan carefully. Your colony's future is at stake.*

Our reason for colonization

Also record this reason on the top of your COLONIAL WEALTH UNIT RECORD FORM found on pages 20-21.

Task #4 completed _____

BEFORE YOU SAIL - 2

5. **Make a flag** A flag symbolizes for everyone that this land or this ship or this property belongs to you, your colony, or your country. (You know the history of our own national flag is full of colorful legend and mystery.) As a colony you also need your own flag. This flag will be displayed in the room, and small versions will also be used to identify your colony's land on the large map. Before you begin to actually design your flag, look at the examples at the right. You may also wish to check an encyclopedia and examine other flags. Discuss with one another what the symbols on various flags stand for. Be original and imaginative in your design. After you have a final design, your teacher will supply you with a large sheet of paper on which you will make your flag. Besides this large flag, you will need at least six smaller flags 2" x 2" that your group will use to identify your colony's land on the large class map. Design several flag ideas in the space below. Then share them with other group members.

Task #5 completed _____

6. **Name your ships** You start Phase 2 with three ships. These vessels will transport you, your other colonists, and all your supplies to the New World. Again, using your imagination and knowledge of the period, as a group name these three ships and enter the names on the proper lines of the CARGO LIST.

Task #6 completed _____

7. **Complete CARGO LIST** Your final task is to select your cargo. On page 16 you will find the CARGO LIST DIRECTIONS. You must take the Wealth Units you earned during Phase 1 and "purchase" the goods with which you will start your colony.

> ***Make your cargo selection very carefully for this reason:*** *Once you set sail the only ways you can obtain items you forgot or do not have enough of is to trade, to make your own, or to get them off a supply ship that arrives later—and which may not have the supplies you need.*

Fill out this form as a colony and check your math. A mistake here could mean a costly penalty that could seriously hamper your chances of success.

Task #7 completed _____

CARGO LIST DIRECTIONS

Colony Name:

Total WEALTH UNITS from Phase 1:

Directions:

1. You have completed all your preliminary assignments.
2. You have recorded your grades.
3. You have figured your Wealth Units.
4. Now you are ready for your next major decision. Your colonizing group must decide how to "spend" these units.
5. In order to have a successful colony, you must have and maintain
   a. sufficient population to get the work done;
   b. adequate food to feed the colonists; and
   c. the other supplies necessary to keep your colony going.
6. All the group's members collectively must take the Wealth Units they have earned and "purchase" their food, supplies, and animals.
7. You have three ships and you must distribute these supplies on the ships *before* you set sail for the New World.
8. To complete the form below, refer back to the GENERAL RULES on pages 11-13.
   a. Check the values of the various items.
   b. Plan carefully.
   c. Load each ship (1 shipping weight unit = 1 Wealth Unit).
   d. *Remember that if you forget to take sufficient supplies, you may have difficulty finding them in the New World. Also consider the possibility that a ship could be lost at sea. Load accordingly.*
9. The **Sample Ship CARGO LIST** below is an example of how you should fill out your ship's cargo list on page 17. This sample ship has 1,155 total units of cargo on board. Carefully examine this example of how you fill out a CARGO LIST for each ship. Then if you have any questions, check with your teacher before you actually fill out a CARGO LIST for each ship.

SHIP Dutch Flyer

Cargo	Wealth Units Each	X	Number of Items	=	Total Wealth Units
1 man	20	X	12	=	240
1 woman	15	X	12	=	180
1 child	5	X	6	=	30
1 horse	25	X	8	=	200
1 farm animal	15	X	15	=	225
1 gun	15	X	12	=	180
1 unit of food	1	X	100	=	100
			Total Units of Cargo →		**1,155**

CARGO LIST

SHIP

Cargo	Wealth Units Each	X	Number of Items	=	Total Wealth Units
1 man	20	X		=	
1 woman	15	X		=	
1 child	5	X		=	
1 horse	25	X		=	
1 farm animal	15	X		=	
1 gun	15	X		=	
1 unit of food	1	X		=	
Total Units of Cargo →					

SHIP

Cargo	Wealth Units Each	X	Number of Items	=	Total Wealth Units
1 man	20	X		=	
1 woman	15	X		=	
1 child	5	X		=	
1 horse	25	X		=	
1 farm animal	15	X		=	
1 gun	15	X		=	
1 unit of food	1	X		=	
Total Units of Cargo →					

SHIP

Cargo	Wealth Units Each	X	Number of Items	=	Total Wealth Units
1 man	20	X		=	
1 woman	15	X		=	
1 child	5	X		=	
1 horse	25	X		=	
1 farm animal	15	X		=	
1 gun	15	X		=	
1 unit of food	1	X		=	
Total Units of Cargo →					

SEA LOG

Colony Name:

Directions: Now that you have selected your supplies and loaded your ships, you are ready to sail for the New World. It is a long, lonely trip across 3,500 miles of open seas. The Pilgrims on the Mayflower spent two months slowly bobbing westward before they found land. To recreate this trip, you will draw a Sailing FATE CARD each round. Besides simulating the hazards and fortunes of sea travel, these cards will tell you how many miles you have traveled during the round. Also, you may have the misfortune of losing a ship while making the crossing. If so, one of your ships is randomly selected by your teacher, and it will be sunk. Good luck, good weather, and happy sailing.

SHIP

Sailing Round →	1	2	3	4	5	6	7	8	9	10	11
Miles at beginning of round	3500										
Miles covered											
Bonus miles											
Miles covered during round											
Miles to go at end of round											

SHIP

Sailing Round →	1	2	3	4	5	6	7	8	9	10	11
Miles at beginning of round	3500										
Miles covered											
Bonus miles											
Miles covered during round											
Miles to go at end of round											

SHIP

Sailing Round →	1	2	3	4	5	6	7	8	9	10	11
Miles at beginning of round	3500										
Miles covered											
Bonus miles											
Miles covered during round											
Miles to go at end of round											

CHART OF DAILY LABOR

Colony Name:

Directions: This chart allows your colony to determine what work the members of your colony are going to do during each round. During different rounds you may want your colonists to accomplish different goals.

For example, if your colony is low on food, you may assign more members to farming and hunting. In another round you might fear an attack by another colony or the Native Americans. During that round you might assign a greater number of colonists to defense.

Overall, your goal is to assign the colonists to the various jobs so that your colony can survive and hopefully continue to grow.

Steps to follow in filling out this chart:

1. To find your colony's population, check your COLONIAL WEALTH UNIT RECORD FORM and add together the number of men, women and children at the end of the last round.

2. Take the colony's population and divide these people among the five types of work: Farming, Hunting, Fishing, Attack, Defense

3. Wait for the FATE CARDS to be drawn.

Round #	1	2	3	4	5	6	7	8	9	10
Colony Population										
Farming										
Hunting										
Fishing										
Attack										
Defense										

Round #	11	12	13	14	15	16	17	18	19	20
Colony Population										
Farming										
Hunting										
Fishing										
Attack										
Defense										

COLONIAL WEALTH UNIT RECORD FORM - 1

Colony Name:

Reason for colonization: _____

See GENERAL RULES 9, 11, and 12 on pages 12 and 13 for assistance in completing this form.

		Men	Women	Children	Food	Guns	Land	Horses	Farm Animals
Round 1	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 2	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 3	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 4	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 5	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								

		Men	Women	Children	Food	Guns	Land	Horses	Farm Animals
Round 6	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 7	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 8	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 9	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 10	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								

COLONIAL WEALTH UNIT RECORD FORM - 2

Colony Name:

Reason for colonization: _____

See GENERAL RULES 9, 11, and 12 on pages 12 and 13 for assistance in completing this form.

		Men	Women	Children	Food	Guns	Land	Horses	Farm Animals
Round 11	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 12	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 13	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 14	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 15	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								

		Men	Women	Children	Food	Guns	Land	Horses	Farm Animals
Round 16	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 17	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 18	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 19	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								
Round 20	Units at start of round								
	Units lost								
	Units gained								
	Units at end of round								

YOUR COLONIAL MEMORIES - 1

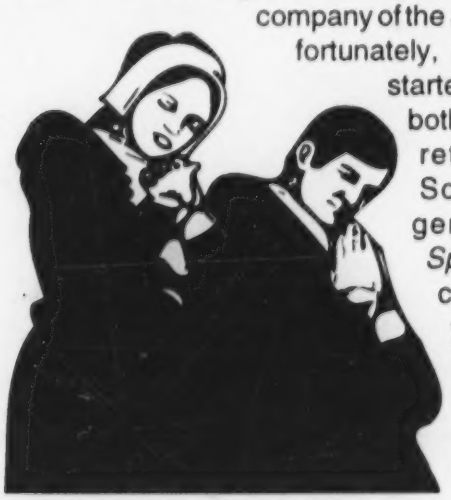
Directions for writing diary entries

Periodically throughout Phase 2 of DISCOVERY 3 you will be given a diary situation. These diary situations represent various happenings that occurred in early New World colonies. Consider the following suggestions and observations:

1. Your task is to write an entry in your diary of approximately 100 to 200 words.
2. Write this diary entry as if you were living in the colony somewhere between A.D. 1630 and 1720.
3. Tell how you are involved in what is going on in your colony. Use the knowledge you have of colonial life, the information contained in the DIARY SITUATION, and your imagination to write an interesting, perceptive diary entry.
4. Write vivid specific details. What is meant by specific details? Specific words make clear pictures in readers' minds. For example, a dull diary entry might only say this: "The weather was bad today. We didn't want to go outside because it was cold." A better entry would be written with specific details so that we could feel the cold. It might read like this: "The bad weather we have been having is brutal. The temperature had dropped to only 5 degrees. My nose felt like an ice ball. Father said today that the winter breezes may freeze our ears off and that they will make a shattering noise when they hit the frozen ground."
5. Your teacher will read and score these diary entries. Bonus Wealth Units will be awarded or possibly lost, depending on the quality of what you write.
6. Here is a final suggestion: Why not try to "age" any diary entry? If you wish to try, follow these steps:
   a. Use a high quality, thick paper with no lines on it.
   b. Write or print your entry in a dark ink on one side of a sheet of this paper.
   c. Crumple up the sheet into a ball. Then smooth it out again.
   d. Turn on a hand iron to a low temperature and iron the paper on an ironing board until it starts to "age" (that is, until it starts to turn brown).
   e. Be careful that you don't use too hot an iron or the paper will actually become too brittle. It could even catch fire. *Be careful!*

Sample diary situation

Imagine you are one of the 34 children among the 102 passengers and 30 sailors aboard the Mayflower. You left England on August 5, 1620, in the company of the *Speedwell*. Unfortunately, the *Speedwell* started leaking and both ships had to return to port. Some passengers from the *Speedwell* were crowded onto your ship. Living conditions then became even more difficult.



For two months you have been at sea. You are dirty, hungry, and tired. The sailors dislike you and your fellow Pilgrims. You overheard one sailor who told other sailors that he would like to throw half the Pilgrims into the sea. The food is mostly hard biscuits, salted beef, and a few dried peas and beans. The drinking water has all gone bad. Now everyone, including children, has only beer to drink.

Write a diary entry about your feelings concerning the trip, leaving your friends behind, and what you expect life to be like when you finally reach the New World. Include in your diary entry details of life on board the *Mayflower*, interesting happenings, and events that have occurred.

YOUR COLONIAL MEMORIES - 2

Sample diary entry (Can you find examples of specific details?)

October 20, 1620

Life on this ship is smelly, dull, and boring. People have little to do but talk. I have heard many of our people gossiping. They say that the crew has purposely sailed so that we are lost. One mother fears that a filthy sailor may pick up one of us children and toss us into the cold, dark, and angry sea. She believes the sailors are all mean men.

My grandfather fears that we shall never find our new home. Truly most of the crew has little love for us. Nor do they like this miserable voyage. One sneered at me and made fun of me for carrying my Holy Bible. Yet maybe not all of them hate us. One young sailor helped me when I fell down the stairs and cracked my shin. He stopped and talked to me. He even smiled. So even though we are long at sea, I do not believe the captain has gotten us lost on purpose.

When we left Holland, I was happy. We had moved six times in the last three years. First, we left England. Then we had to keep moving as my father looked for work. The people in Holland were friendly, but they weren't our people. They were always telling me to learn their language. Now we have been at sea 52 days. That is 52 days of hard beans, dry biscuits, sour beer, and stiff salted beef with bugs in it.

We drink beer because the water all went bad days ago. The beef, beans, and biscuits are the only things that won't spoil. This sickening diet grabs my belly and twists it into sharp pain. We haven't been able to wash our clothes since we left. And keeping our bodies clean is impossible. Everyone is grimy and short-tempered. We smell like animals in a barn that hasn't been cleaned in four months. Oh for a bath!

Soon we may reach the new land. Will we find a warm, dry, comfortable place to live? I yearn for a friendly fire with fat logs snapping and crackling. I want to sit at the hearth with my family around me. Oh to feel a fire's heat on my body like a comforting blanket. May God help us all.

MOUNTAINOUS LAND
COAST LAND
WATER
79
78
77
76
75
74
73
72
71
70
45
44
43
42
41
40
39
38
37
New World Map
(STUDENT COPY)